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The CLASSICAL JOURNAL

VOLUME XXXIX

NOVEMBER, 1943

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EDITORIAL

LATIN AND THE SECONDARY SCHOOL

THE Classical Association of the Middle West and South is somewhat unique in its basic desire to serve both the secondary schools and the colleges of our country. The editor of the CLASSICAL JOURNAL, himself for many years a dean in a state college for teachers, has never failed to keep in mind the needs of the secondary teacher and has habitually given immediate publication to all worthy pedagogical articles that have been submitted. Many other items of great interest to the teacher in the secondary school are handled from month to month in *Hints for Teachers* as well as in *Current Events*.

But in this issue we wish to pay our special respects to the Latin teacher in the secondary school; for we who teach in colleges and universities are very well aware of the fact that if Latin disappears in the high school, it will very soon thereafter disappear as an important subject of study in the college. Accordingly, we present in this issue papers of special interest, we think, to the secondary teacher. To help the inexperienced we publish Miss Nunneley's spirited "What Every Young Latin Teacher Should Know." For teachers who at times doubt whether they are justified in teaching Latin during the war we offer the stimulating assurance of Miss Hetzman's "Latin Meets the Challenge of the Present Crisis." Professor Skiles, in his "The Teaching of the Reading of Latin in the Latin Word-Order," makes a thoughtful and helpful contribution, especially welcome to those teachers who are trying to present Latin as a language should be presented—a record of thought

thoroughly understandable to the Romans exactly as it came from the lips or pen of the speaker or writer, and accordingly understandable to us in the same word-order. Finally, Professor Whatmough discusses "General Language" under the attractive title, "Quid Expedivit Psittaco?" This is a subject which is forcing itself upon the attention of many secondary teachers, and we believe that Professor Whatmough's article will help them toward their own conclusions.

In the departments of *Notes* and *Book Reviews* we are not able to publish material so primarily appropriate for secondary teachers, but in *Hints for Teachers* we commend very highly Professor Murley's delightful and yet stinging "Plato among the Doctors."

The humanities have a hard battle to fight now and in the immediate future, but we shall win it if we do our utmost to teach well and use every other means at our command to convince our respective communities that "the spirit maketh alive." In the business of saving culture for culture's sake the teachers in our secondary schools form the first line of attack—the shock troops. But they may be assured that behind them are mustered millions of thoughtful parents and pupils who refuse to be misled by novelty, materialism, or a fatal desire to do and to study only that which is easy or amusing.

E. T.

WHAT EVERY YOUNG LATIN TEACHER SHOULD KNOW

TO THOSE who are approaching a career of teaching boys and girls the mysteries and marvels of the Latin language, this open letter is addressed. It is written from a friendly desire to help a beginner foresee some of the problems that confront a new teacher from the minute he starts alphabetizing his class cards, and that cease to trouble him only when he shuts his mind to progress and begins teaching subject matter instead of boys and girls. And if it should happen to interest teachers of experience more valuable and more extensive than mine, there will be space available for posscripts.

The status of Latin in education is not precisely the same as it was when Shakespeare faltered through its intricacies. The past few years have seen Latin, once an unquestioned requirement of all who would be thought educated, reduced to a point where it is one of the luxuries in the secondary-school curriculum. This change in the attitude of the administrators has of course been reflected in the attitude of the students. They are very frank in their questions about the usefulness of Latin. The depression years have focused attention upon practicability as the prime criterion in judging the worth of certain studies, and Latin has come in for much fierce criticism, largely, we parenthetically suspect, from those whose success as students of Latin was none too brilliant in their own youth. It has emerged from this criticism, it is true, but with its status changed and in the unusual position of having to prove and to justify the contentions of its adherents.

In this way a new and significant responsibility has devolved upon the conscience of the Latin teachers, a responsibility which a sincere teacher welcomes. It is a challenge to the experienced teacher as well as to the newcomer. A spirited response lends new zest to teaching and offers an opportunity for real teaching.

With the publication of the Classical Report, especial emphasis was put upon the type of teaching known as functional. During the hundreds of years in which Latin has been accepted as a traditional course in secondary schools, it has been taught on the whole by

methods commonly called formal. By this term is implied the teaching of any skill necessary to the reading of Latin apart from its natural setting within the language, and as a thing in itself. The learning of paradigms, lists of vocabulary words, or specific syntactical constructions would, under this method, take place before the learner would have actual experience with the language itself. Opposed to this conception of formal teaching is that approach which is called functional. As the term implies, the philosophy of this method of teaching is basically one of use. Fullest emphasis is placed upon the understanding of meaning, and from this point approach is made to the language.

A new teacher must choose between the two methods, for an effective compromise is difficult. The middle path in this instance trails off in meaningless and ineffectual zigzags from one side to the other, leading neither to a mastery of the appendix in the grammar book nor to a sympathetic understanding of Latin literature and culture.

Following the publication of the General Report of the Classical Investigation, many changes were made in the new editions of textbooks. Publishing houses encouraged their authors to revise their textbooks in terms of the recommendations of the Report, and cheerful prefaces assure the teacher that these recommendations have been carefully complied with. But even a casual survey of most of the books reveals that the authors have differed widely in their interpretation of the Report, and their books vary in proportion. Frequently the change involved merely the addition of more colorful pictures and the inversion of the order of lesson presentation, with no change at all in the actual teaching material. Connected reading material continued to be inadequate for teaching purposes.

Under ideal circumstances, with a textbook designed to serve the needs of the modern teacher, it is a simple matter to adhere to the principles of functional teaching. In brief, they are:

(1) that new elements of syntax, vocabulary, and form should be met first in appropriate context;

that these new elements should be mastered by much repetition of easy reading material followed by persistent drill;

(4) that rules should be formulated by the student as he experiences a need for concise expression of ideas with which he has become familiar;

(5) that oral Latin is an especially effective device for developmental teaching;

(6) that grammar is important only as it aids in the understanding of meaning, and that knowledge of grammatical principles is not an end in itself;

(7) that the teaching of grammar, vocabulary, and forms should be approached through the language itself;

(8) that functional teaching implies the learning of any new knowledge, ability, or skill in its own natural setting;

(9) that interpretation of meaning consists of many techniques besides translation into English; and

(10) that translation itself is primarily an exercise in the use of good English.

The use of the functional method of teaching Latin provides for developmental thinking on the part of the student, and encourages and gives practice in independent habits of thought. Handing the student information on a silver platter, doing his thinking for him, is not real teaching, and while it saves the student from possible hard work, we are doing him no favor. The goal of any teacher is to help the student to think for himself, to work out solutions to his own problems without complete reliance upon teacher or textbook. Instead of demanding formal memorization of paradigms, or the learning of grammar rules before opportunity is provided for experiencing the grammatical ideas in back of them, the skilled teacher and the author of a textbook based upon sound psychological principles will see to it that each pupil works out new problems through developmental thinking, that he arrives at his own generalizations, and that he makes his own working rules according to the needs he begins to realize from his own experience with the language.

Rarely indeed is the inexperienced teacher fortunate enough to have the opportunity to select his own textbooks. The average

beginner starts out with a book which has been in use for several years and which is not easily adapted to functional teaching. In spite of high aspirations and ideals, it is a temptation to choose the easy way and employ traditional formal teaching techniques, the techniques which have already brought Latin to a precarious position in the high-school curriculum. It takes more than courage, more than high-minded vision to solve the problem of applying functional teaching methods to outmoded materials. It takes hard work, hours of planning, constant searching for supplementary teaching material.

But after all, a textbook has no apron strings with which to bind its teacher. Even the poorest material can be made to serve if the new teacher keeps in mind the principles behind his teaching techniques. If he will hold foremost in his mind the conception that the value of a specific skill or of any knowledge of syntax is useful only in so far as it aids in comprehension, he cannot go far astray.

There are many problems facing an inexperienced teacher entirely distinct from those dealing with his teaching methods. Latin has always suffered from the reputation of being a difficult subject, and many students beginning the study are hampered by a preconceived notion of their own inability to succeed in its study. This is not a new situation, but it has a new element in it. There seems to be a universal indignant reaction to any subject which requires actual thought on the part of the student. Is this the result of the mollycoddle philosophy of education which has swept through our schools in the last decade as a violent reaction to traditional teaching methods, or should the blame fall on a deeper, more fundamental change—that change in our civilization which seems to be destroying the staunch independent character of our working population? Is the dole system creeping into our schools? Whatever the answer may be, the teaching of Latin offers unlimited opportunity for practices which combat influences tending to undermine the independent, democratic spirit. Just as there are many adults unwilling to work so long as the necessities of life are provided by a charitable government, so there seem to be pupils who have absorbed the same unambitious philosophy of life, and who are unwilling to put forth any mental effort so long as there are

charitable teachers who will do their work for them. In either case, there may be some doubts about the wisdom of this kind of charity.

In the years that have intervened since Jupiter held sway on Mount Olympus human customs have changed but human nature has not, and each re-discovery of this eternal truth brings a thrilling realization of the bonds which link us with all past history. The beginning teacher of Latin will find that no subject holds so much interest for his students as discussions of the ethical and moral questions involved in the tales we have inherited from the classics. All children love stories, and once the plot is known, they like to talk about it—what it means, and, more specifically, what relation it has to their own everyday lives. In a like manner, the introduction into daily class conversation of classical mottoes and catch phrases holds their interest. Even the child least concerned by the subtle uses of the ablative case will note with pleased surprise the similarity of modern adages to ancient ones, and cannot avoid observing that today's wisdom is not very far removed from vesterday's. A close tie-up of the ancient with the modern lends new life to the classroom. Since we are all most interested, selfishly enough, in our own selves and in those ideas which are significant to us as individuals, so a student responds with proportionate interest to those matters which he can apply directly to himself.

To the Latin teacher come many opportunities for what has come to be known in educational parlance as personnel guidance, but what has been going on for years in Latin classrooms under the guise of friendly, sensible counsel. Perhaps there is something about the antiquity of the subject which lends a mellow glow to the atmosphere of the Latin class, but certain it is that the classical teacher is consulted informally on many topics that do not come under the classification of syntax. Since he can discourse with sympathy on the unrequited love of Echo or the tender passions of Dido, it is a natural consequence that the bashful girl in the back row stop after class to make diffident inquiry about the proper course of action for a contemporary case of heartbreak. Friendly, informal conversations, both in and out of class, on topics of mutual interest often bring about amazing results in increased interest in class work. Students seem to operate on the principle that the

teacher of a so-called dead language is correspondingly inanimate until proved otherwise, and it sometimes takes a decided effort on the teacher's part to show them that, in the words of Gershwin's popular song, "T'ain't necessarily so!" That teachers are really human is a fact rarely taken for granted. This informality need entail no loss of dignity on the part of the teacher nor loss of respect for him on the part of the students.

Benefits resulting from such informal contact with the students may have two-way action. The student is more at ease in the classroom and, consequently, with the subject, while the teacher gains invaluable knowledge about his boys and girls. There is not only a great deal to be learned about the students, but also much to be learned from them. The first year of teaching brings many lessons in humility. The sprightly redhead, for example, has spent most of her life in military stations in the Orient, and the young Russian with the disarming grin boasts a father who was a captain in the Czar's army, and a mother who speaks eight languages, though not, he apologizes, quite so well as she used to. The importance of a brand new degree and its accompanying sense of omniscience fades rapidly when viewed in comparison with the rich background of experience which some of the students can offer.

Quite apart from the problems presented by the students' attitude toward Latin and toward the Latin teacher is the attitude of teachers of other subjects and of the administrators. The value of the subject to the student increases in proportion to the willingness of other teachers to work with the Latin teacher in co-ordinating the various subjects. All too often an enthusiastic novice, fresh from experimental classrooms where all the latest ideas were eagerly welcomed and tried out, is discouraged and disgusted by the smugly cynical veterans who have found a comfortable rut from which they are determined not to be budged. They not only balk at varying their own standard schedules, but scoff at the newcomer who tries valiantly to introduce new ideas. Too often their uncooperative and unfriendly attitude toward innovations has disastrous results, and the new teacher, impressed by their years of experience and tired out by his solitary struggle, gives up and goes over to their side of the fence. What lies under the surface of

this attitude which is characteristic of so many older teachers? Is it fear—fear that a new order of things may dispense with the old, to which they cling?

Even more discouraging sometimes than the active criticism of faculty members is the placid inertia of the school administration. I think we should be appalled if we really knew in how many schools there are groups of teachers whose talents lie dormant and whose interests in the progressive aspects of education are passive because they lack the active leadership of their department heads, principals, supervisors, or superintendents. All campaigns must be planned. They must have leaders whose views are broad and can encompass the whole field, and who can adjust the efforts of the individual teachers in their specific parts of the field. What may a beginning teacher do about this problem? I wish I knew the answer. If teachers could select their administrators with all the care and discrimination with which the administrators select them, it might put a new face on the matter.

A beginning teacher of Latin might as well submit gracefully to the fact that he must teach not only Latin grammar, but English grammar as well. One of the admitted values of Latin arises from the circumstance that, of necessity, a study of it results in increased understanding of English grammar. This value is not inherent in Latin but has been thrust upon it by the English teachers, who are undoubtedly glad enough to get out of a troublesome part of their already crowded schedule. However, we can assume the teaching of English grammar cheerfully enough because it provides us with a point of argument for Latin which is recognized by many who miss the more subtle values.

It has apparently been impressed in some unknown way upon many school administrators that Latin is a study suitable only for students of high intelligence, and they have been known to make arbitrary rules limiting class membership to students with high intelligence quotients, quite unaware that the Latin teacher does not necessarily look upon this as a favor. There is no valid reason for confining the benefits which the Latin class has to offer, to brilliant students only. True, it is far easier to teach a class of superior students, and sometimes more interesting. But the aim of the

Latin teacher is to benefit not himself, but his classes. Surely we have all enjoyed association with students whose work was inferior but whose interest and attitude were of exceptional quality, and we have not begrudged the extra time and effort we have devoted to the development of those students. We owe the slow pupil a debt. We must make up for his lack of high intelligence by providing him with wide and varying interests which he might not stumble upon by his own blundering, unguided efforts. The brilliant students can accomplish much for themselves, but the slower ones need our help and our guidance, and, if I may call it so, whatever inspiration we can give them. There is a definite place in the Latin class for the slower students. Each teacher can meet in his own way the problem of planning adjustable assignments whereby each student will have an opportunity to work to his maximum ability. After all, our aim is not to develop classrooms full of intellectual snobs or to create a caste system based on mental superiority, but to develop groups of normal individuals of varying ability. Our subject is flexible and can be adapted to meet the needs of all types of students. It is too rich for us to limit its benefits to a chosen few. The beginning teacher must early in his career work out a schedule which will make a definite contribution to the growth of the student who in later years may have forgotten the gerundives, but who will retain within his character and personality the results of his contacts with classical culture.

And now, last of all, with all the sincerity of the burned child who has proved for himself that the fire is hot, let me offer one warning to the beginning teacher. The new, psychologically planned devices and techniques of teaching have many excellent points—using the child's interest as a point of departure, encouraging the child to express himself, et cetera. But I do think that in many instances we have overlooked the real idea behind the striking theories of our modern educators. We have taken their advice entirely too literally and have thrown to the winds some of the tried and true recipes for good teaching. Children are not thorough by inclination. Their interests have a hop-skip-and-jump tendency which must be curbed. It is excellent to start our teaching from the child's point of interest, but it is necessary to guide him

through to a conclusion, and then to help him master that conclusion by thorough and intensive drill. A judicious combination of the new approach with the old type of follow-up seems to have the most satisfactory results.

May I summarize briefly a few of the ideas which the beginning teacher of Latin must be prepared to consider:

- (1) the responsibility of teaching in such a way as to justify our claims for the value of Latin to each student;
- (2) the approach to the language through meaning rather than through symbol;
- (3) the prejudice against Latin because of its supposed difficulty;
- (4) the dangers of the mollycoddle, or silver platter, type of teaching;
- (5) the value of introducing philosophic discussion into the classroom through comparison of modern and ancient society;
- (6) the opportunity presented the Latin teacher for personnel guidance;
- (7) the possibility of two-way benefits resulting from teacherpupil relationship;
 - (8) the hostile reaction of many veteran teachers to innovations;
- (9) the inertia of some school administrators regarding new ideas:
- (10) acceptance into the Latin course of the teaching of English grammar;
- (11) the provision of a welcome place in the Latin class for the slow student;
- (12) the following up of new developmental teaching techniques by thorough and intensive review and drill for mastery.

I cannot hope that all will agree with all of these suggestions, but I hope that some of my readers will be generous about making additional suggestions, as a friendly gesture and a helping hand to the beginning teachers of Latin.

ROBERTA FOWLKES NUNNELEY

Mt. Clemens, Mich.

LATIN MEETS THE CHALLENGE OF THE PRESENT WORLD CRISIS¹

IN THE midst of the crisis we are facing today every educator should stop, reconsider, and re-evaluate his course. The topic I have rather boldly undertaken to discuss today presupposes that such a pause for reconsideration and re-evaluation has been made and that Latin has been found to meet the challenge flung to it by a nation at war.

Henry was in my Latin class before the United States entered the war, a mediocre pupil, who upon repeating the course seemed to have found himself and to have become more alert and interested. Then came a change. Henry no longer did his homework. When called upon to recite, he would not respond. Upon second call, he would shake himself, look about uneasily, and sheepishly say, "Who? Me?" Then, when assured that he was the person in question, he would inform me that he was unprepared and relapse once more into gloom and long, long thoughts. Were they thoughts? And of what? I wondered. I consulted Henry's parents -it was the navy. A pal had enlisted and Henry was begging permission to go. Henry and I had a little talk; we decided that an education was vital and helpful, especially to a boy who joined the navy. Came Pearl Harbor. On the morning of December 8 I said casually to Henry, "Aren't you glad you aren't with the navy now?" "I don't know; I keep kinda wishing I was out there." End of the semester-Henry came in for a chat. I was impressed at his out-of-class manner, his becoming dignity, and his touch of maturity. Then he threw his ace: "I know you'll think it is wrong, but I can't help hoping that it won't be over before I can get through high school and get out there." I was not surprised a few weeks later when Henry dropped Latin in order to work parttime in a machine shop, nor was I surprised a few months later to find that he had dropped from high school and was "out there."

What could I have done for Henry, and what should I be doing for the other Henrys and Johns and Marys who are left in my

Read at the annual meeting of the Classical Association of the Middle West and South, Hotel Knickerbocker, Chicago, April 23, 1943.

classes? Are they wasting their time declining nouns, comparing the irregular adjective, and translating the passive periphrastic? The semester following our entrance into the war I gave a simple questionnaire to all my classes—85 Latin 3 pupils; 54 Latin 2's; i.e., 139 in all. Throughout my paper I shall be speaking in terms of the pupils of the first two years of Latin, first, because that is the area of my experience; second, because it is a field so often neglected and yet of such major importance. The quality of teaching in these years determines not only the actual existence of the advanced classes but also the attitudes toward Latin held by the majority of the adult population, whose contact with Latin, if any, has not gone beyond these four semesters.

To the question, Has your interest in Latin lessened since the United States entered the war? Eight per cent replied, "quite a bit"; 20 per cent replied "very little"; 72 per cent replied "not at all." To, Do you feel that you should be spending your time on something more worth while? Fourteen per cent replied "yes"; 54 per cent, "no"; 32 per cent, "sometimes." The results indicated to me that the majority of my pupils were not consciously thinking of the changing values in our changing world. To them Latin was no different now than then. The Henrys with the urge "to be out there" formed a minority group in my classes.

I had explained carefully that the questionnaires were not to be signed and would in no way affect the pupils' marks. In this way I hoped to receive truthful answers and so I was prepared for the deflation attendant upon the answer to the next question. How does your interest in Latin compare with your interest in other school subjects you are taking? Fourteen per cent said "greater"; 33 per cent "less"; 43 per cent "about the same." Do you feel that Latin is as valuable as other subjects you are taking? Thirty-three per cent replied "more" as compared to the 14 per cent that found it more interesting; 20 per cent said "less" as compared to the 33 per cent who found it less interesting; and 47 per cent said "about the same." "So," said I to myself, "these children do not evaluate a course in terms of interest alone." This is a hopeful sign, but one confusing to certain schools of educational theory. Latin may seem to the pupils less interesting but more valuable

than preparing meals or making costume jewelry. Notice, too, the large group—43 per cent and 47 per cent who find it "about the same" as other subjects—those who in adult life will probably adjust themselves easily to society, having no definite convictions nor interests.

The next question brought more unanimity of opinion. Does Latin correlate or tie up with other school subjects? Eighty-one per cent replied "quite a bit"; 17 per cent "very little"; 2 per cent "not at all." I shall mention correlation again later.

What part of the class work seems especially worth while and valuable to you? In all classes grammar and its application to English came first. Derivative study came second in the opinion of Latin 2 pupils; history, customs, and their application to life today came second in the opinion of Latin 3 pupils. What part seems especially useless and boring to you? Grammar drill and work books came first here. You may feel that there is an inconsistency here in regard to the grammar, but I believe that my pupils have deliberately stated that they see the value of functional grammar but that they fail to recognize the value of drill and practice. The coupling of the words "useless and boring" was undoubtedly unfortunate on my part, as the "boring" element outweighed in some instances the "useless." One pupil felt this and remarked that none of the work was ever useless but that parts of it were boring sometimes. What have we done that seemed especially interesting? In all classes discussions of Roman society and history, and projects comparing life today with life then were paramount. Some preferred spelldowns, singing, and derivative study.

The questionnaire was, as you see, an attempt on my part to re-evaluate my course, to see it through the eyes of my pupils. I, too, I confess, had been wondering how vital my work was in a war-torn world. First-aid, knitting, and defense classes were crowding in upon my horizon. I felt that my pupils were asking why study Latin, why take an academic course, and why go to college when they would end up in the army, anyway. And I was asking myself if I should not be teaching them something more essential than Latin grammar. This question was to be fought out

on many an educational battlefront later. Before the year had ended, Dr. W. G. Carr, of the Educational Policies Commission of the National Education Association, was to advise school administrators "that the teaching of Latin as a high-school subject should be discontinued for the duration and that Latin teachers should be enlisted for other and more vital functions." Some administrators were to follow his advice literally and make serious curtailments in the Latin program. Others were to listen to the prominent educators who came forth in the defense of the classics and be content only to discourage the election of Latin. From the questionnaire I derived the satisfaction of knowing that the majority of my pupils realized the value of the course.

Today, after almost a year and a half of war, I feel that the results might vary somewhat. High-school pupils, in general, are almost painfully war-conscious. Student morale is often very low, and delinquency is steadily increasing. Daily I face in study hall and homeroom boys under seventeen, eating their hearts out because they are too young for service; girls of the same age longing for parental consent to a war marriage; pathetic youngsters of sixteen, as yet unaware of life's tragedies that await them. On the other hand enrolment in Latin has diminished only slightly in spite of pressure applied to elect such wartime courses as every high school has added to the curriculum. For the most part the academic pupils know why they are taking Latin, and for what profession they are training, and they cannot be easily persuaded to change their course of study. Suppose it were my duty to teach them defense. How do I know that they will ever need to use first-aid? How do we know that we shall ever have incendiary bombs to fight in our homes? We may learn how to handle a magnesium bomb, but our enemies may visit us with gas or a new type of bomb. Yet this is no excuse for not preparing for the emergency. If we need the air-raid drills, the information on first-aid, and fire precaution, we shall be ready. In such a period of uncertainty we must acquire this knowledge in case it is ever needed. So with the teaching of Latin. Perhaps these academic pupils will never go to college, never practice a profession. They must be ready in case

they are permitted to do so. More need than ever exists for the trained professional. Are doctors, nurses, dietitians, and engineers of less importance in a war period? Now that there is a tendency to stress the so-called practical subjects, we need to emphasize more than ever professional training.

Even if these boys and girls do not enter professions, the training in precision and good methodical habits is even more necessary than in peace time. All of us have no doubt been deploring the prevailing inaccuracy among students. I ask for a synopsis in the third person singular but get the third plural or the first singular, not the third singular. Is it lack of interest? Is it failure on my part to make Latin seem worth while? Or I give a piece of typing to an A student; it comes back full of errors. I talk with the homemaking teachers. Surely these girls will see the value of their courses. They show me careless sewing, poorly washed dishes and towels, and irrelevant answers to simple questions on foods. I visit the shop teachers. They tell me that only certain boys can be allowed to use the machines. Many do not follow directions, are satisfied merely to "get by." Doctors, engineers, airplane pilots cannot afford to just "get by." We Latin teachers need to point this out to our pupils. Very few will realize it by themselves, but all can understand when told. They know that a millionth of an inch in defense production may mean life or death. I have noticed a willingness to try to be more accurate about quantity of vowels and spelling, as well as improvement in following directions, since I explained this to my classes.

Let us realize that there is no better time than now to begin to train these young people in precision. The machine shops and laboratories are doing their part; let us do ours. There is no better place than a Latin class to learn to think through a situation, approach it with all the evidence available, make a careful analysis, apply formulae, and test the results. The study of Latin calls all of these abilities into play. If we agree with President Hutchins of the University of Chicago that "the object of education is to train the mind to think and handle facts," then we need never again apologize for teaching a so-called impractical subject during a national emergency.

Let us go a step further. Not only does Latin offer its usual values to this war generation; it has, I believe, a special contribution to make at this time. In periods of emotional crises children need above all a sense of security. Where may this be found? At home among distraught parents, overcritical of our war effort, upset over rationing, priorities, and increased costs of living, and bitter over labor striking in defense plants while sons die in foreign lands? In some homes, to be sure, calmness does still prevail. In many, however, the children become more bewildered daily. With fathers in the service and mothers in defense work, they find their only security at school. A grade-school boy said to his teacher one morning, "I wish I were an old, old man." "Why do you say such a thing?" she asked. "Because," he replied, "if I were an old, old man, I wouldn't have such a long time to live in this terrible world." In situations such as this the nation's teachers must take the position of "keepers of morale," which Dr. E. J. Stoddard, of the Educational Policies Commission, says they are. Especially are adolescents depressed by adult talk of pessimism and discouragement. They begin to wonder if this government is worth sacrificing for, worth fighting and dving for.

Lack of security comes from a fear of the unknown. Ignorance of the past leads one to believe present happenings unprecedented and more fearsome than they are in actuality. Let us take our young pupils into the realm of Roman history, and, as we read of the deeds of the dauntless Romans, let us point out similar deeds in our own times. The Romans have their Mucius Scaevola, Regulus, and Fabricius; we have our Abraham Lincoln, Nathan Hale, and General MacArthur. They will soon see that history does repeat itself and they will be reassured to learn that it is not only in our day that national emergencies call for radical changes. It will be consoling to know that even the convention-bound Roman, who constantly sought an answer to perplexities by referring to the "customs of the ancestors," also upon occasion broke with tradition. Thus the seven consulships of Marius quite overshadow the possible fourth term of President Roosevelt. Scipio, the Gracchi, and Julius Caesar broke law and tradition in seeking public office. Those disturbed by the struggles between capital and labor may be comforted by knowing that it is an old, old struggle, similar to class conflicts of plebeians and patricians. Recall that long struggle for equality and social justice, the fact that twice the plebeians seceded from the city before they gained the right to have tribunes. Recall how martial law stepped in to overthrow the tyrannical rule of the decemvirs.

A major worry of idealistic youth is the prevalence of greed and corruption. History records noble deeds and sacrifices; current newspapers reveal subversive activities and crimes. There is a tendency to feel that heroes lived only in the past and that selfcentered politicians belong only to our day. Recall the exiled Coriolanus, and also "that greatest Roman of them all," who, Plutarch says, appeared in the Forum on election day with such an immense army that no one dared to oppose him. With amusement we remember two attempts at draft evasion recorded in the Odyssey-those of the heroic Ulysses and the mighty Achilles. So we might go on ad infinitum with these comparisons. Let us not hesitate to utilize them in our classes. This is one way in which Latin lives; one sense in which the Romans become flesh and blood to our pupils. It was the one part of our class instruction that not one of the 139 students who took the questionnaire labeled boring and useless.

The classical teacher is not alone in believing that a background and understanding of the past enables one to keep a perspective on present-day events. President Roosevelt himself, you recall, in a press conference on March 18, 1942, lashed out at his critics by quoting a letter of Lucius Aemilius (168 B.C.), at war against the Macedonians. Three days later, in a radio program over WJBK Frederic March declaimed Demosthenes' speech to the Athenians (338 B.C.)—a speech urging all-out war against Philip of Macedonia. Philip's name was purposely omitted so that the listeners would supply Hitler's. The speech proved as applicable to our emergency, as relevant to the issue, as if it had been written that morning.

Never before have newspapermen used so many references to classical myth and ancient history. The term "Trojan horse," reborn in April of 1940, when the German soldiers were smuggled

into Narvik harbor on the alleged ore boats, has been in constant use ever since. A mediation board, appointed in 1930 to arbitrate the differences between labor and capital in Detroit, used the old story told by Menenius Agrippa to the plebeians in revolt against the patricians—the fable of the various members of the human body conspiring to starve the stomach. The parable is as full of truth for striking labor in 1930 or 1943 as for seceding plebeians in 494 B.C.

Although the correlations with history are probably the most obvious, Latin correlates remarkably well with all school subjects. Pupils should be guided and encouraged in discovering words and terms of Latin origin used in their other classes—mathematics, science, music, or vocational studies. Similarities to Spanish and French and other languages should be pointed out to them. How else are they to know that Latin is in truth the mother of the Romance languages, and a cognate of all languages of Indo-European origin? Music and art are easily correlated with classical mythology and Roman private life. The Latin department should welcome projects by pupils enrolled in these classes and be ready to co-operate with other departments.

Correlations with literature are easily found but frequently overlooked. Let us not limit ourselves to Shakespeare's Julius Caesar and a few book reports equally acceptable to teachers of history and English. When we read Livy's story of the social injustices suffered by the Roman soldier, how he felt "safer at war than at home, safer among enemies than among citizens," we are reminded of Kipling's "Tommy Atkins." I believe it is good pedagogy to read this to the class and let them think a bit of the universality of the sentiment. They have learned from brothers and boy friends in the service that the uniform is not always regarded as a badge of honor. They will be old enough to vote on social legislation in the post-war period. Only too soon will these pupils of ours know the reality of that statement. Caesar's speech in quelling the mutiny recalls Tennyson's "Charge of the Light Brigade"-"Theirs not to question why, theirs but to do and die." Carl Sandburg's "Child of the Romans" provides another literary correlation. The myth of Daedalus and Icarus suggests Trowbridge's

"Darius Green and his Flying Machine" and in addition opens a door into the realm of that most fascinating of modern sciences, aviation. Biblical parallels abound in the myths. Thus the story of Philemon and Baucis brings to mind the flood and the miracle of the wine at the wedding feast, and finds a counterpart in Acts 14: 11-18, where Paul and Barnabas were mistaken by the citizens of Lycaonia for Jupiter and Mercury.

It is not enough, however, to correlate Latin with classroom subjects. It should be tied up with every phase of school life and with as many interests as possible outside so that complete integration of the personality may be achieved. Let us begin with the homeroom organization. The president may be called the consul; the vice president, the praetor; the secretary, the censor; the treasurer, the quaestor; the representatives to the student senate, legati or tribuni. An aedile may be added to supervise the room. Other opportunities present themselves from time to time. When the student senate carried on a courtesy campaign, our Latin classes found Latin slogans such as Festina lente suitable to the occasion. American Education Week is a good time to have a discussion day on schools and education among the Romans. In such a discussion Roman schools are contrasted with schools of today and an appreciation of our American public-school system is developed.

Holidays provide an excellent opportunity for this type of correlation. On St. Valentine's Day the pupils may have a valentine box, exchanging home-made valentines bearing Latin inscriptions. Even the least skilful of beginning-Latin students can at least manage Te amo, while the more talented and ambitious ones produce some surprisingly good results. For Columbus Day and Lincoln's and Washington's birthdays the teacher may write simple Latin stories on the board to be translated by the class. This takes only a few minutes at the beginning of the period and amply pays for itself in interest alone. No holiday is so interesting to the pupils or has so many possibilities for correlation as Christmas. The nativity story from the Latin Bible may be written on the board and translated by the class with the help of the teacher. With more advanced classes a few verses from the English version

are given out a couple of days in advance and assigned for translation into Latin. Then a comparison is made with the bona fide Latin version. On one such occasion a pupil brought in a translation made by a well-known priest of the community. So our correlation reached to the Church itself that time. In the questionnaire mentioned earlier many of the students stated that the most interesting thing done during the semester had been the singing of Christmas carols. We usually begin this about a week before school closes for the holidays and at the same time we start listening for Adeste Fideles on the radio and in our church and school programs.

Other Latin songs are sung throughout the year, and sometimes attempts are made by the students to make original translations of popular songs. Some classes become interested in making a collection of familiar Latin phrases and mottoes. In such a case the teacher may put a new one on the blackboard each day. The pupils will look for it and remind him if he fails to do so. They are not required to learn these but encouraged to try to translate them by themselves. Many copy them down carefully in notebooks although they have never been told to do so, and they know they will never be tested on them. Some pupils bring in medals with Latin inscriptions, service men's pins and mottoes, insignia of family crests, and phrases seen here and there in advertising. One 9A boy brought in a collection of some twenty college pennants with Latin mottoes. Interest varies greatly in classes. When it slackens the mottoes no longer appear on the board. Practices such as this and the singing depend entirely on class interest and lose value if forced. However, in my opinion, the class hour is never too crowded to allow a few minutes for these self-proposed correlations with the pupils' interests.

Let us not overlook the fact that for the many who do not attend college Latin may be the only classroom subject that will introduce them to the cultural heritage from the past. With a knowledge of the origin and background of our culture they will be more appreciative of our western civilization and more ready to sacrifice to keep what has been our priceless possession these many years.

These future citizens, whom Fortune has destined for the huge task of rebuilding a better world once peace is gained, must have

vision. They will need the breadth of understanding, the tolerance for racial and national differences, the far-sighted wisdom obtained from a classical education. Let us not nourish them on a rationed diet of only social studies and vocational subjects. Let us continue to give them the well-balanced diet of theory, practice, and culture. It does not need to be a soft diet, for these young people are not invalids or weaklings. Nor does it need to be too heavily sugarcoated. Even the teaching of Latin could do with a much reduced sugar ration sometimes. I do not favor to any extent interest-creating devices that lack intrinsic value. A certain amount of work and drill must take place in every Latin class. Certain fundamentals must be memorized and applied. Our generation has believed that satisfaction came from the mastery of a difficult task. Do we wish to deprive today's youth of that satisfaction? The ease and luxury of the machine age and the indulgence and free-choosing of progressive education have almost entirely eliminated for him the element of struggle. Yet we expect this youth to fight for democracy. The navy and the army are telling us that we have not given him the right kind of training. Some pupils find their only challenge in Latin and mathematics courses, and for that reason, I believe, we are justified in keeping our standards high enough for this group of superior students so that they may find perfection just beyond their grasp. They, too, must learn that everything does not come easily; that some things must be acquired by effort, perseverance, and hard work.

We should, however, keep apace with our co-workers in using democratic procedures whenever possible in our classrooms. Pupils should learn that sometimes choices are possible, but that at other times choices must be foregone for the common good. Once in each marking period I put a class period entirely in charge of the pupils. Recently the group has decided to discuss during this period a topic about which they wished to read and learn more. But no matter what the nature of the period may be, the students choose a chairman and set a date; the chairman grades them and they in turn grade the chairman. In all things the minority yields to the majority.

May I summarize my remarks by stating first, that Latin aids

in training youth in the methodical scientific procedures needed in a war period; second, that Latin gives youth the sense of security and personal integration vital for the maintenance of proper morale in an emotional crisis; third, that Latin provides youth with a background essential for one who has the responsibility of peace-time reconstruction.

May I quote in closing from the address given by President Ruthven, of the University of Michigan, on December 16, 1941, at a convocation of students: "We may assume that college students have so far been deferred in large numbers in the belief that they will, because of their attainments, form an important element in the great reservoir of men from which must be drawn the experts and leaders who will be needed at a later date." Let us remember that we teachers of Latin in both the high school and the college are preparing this "great reservoir." Let us put our hands to the plow and not look back with regret, but go forward in the knowledge that our task is worthy of our best; that it, too, is vital for defense; and that it is essential to the lasting peace for which we are all striving.

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THE TEACHING OF THE READING OF LATIN IN THE LATIN WORD-ORDER

IN 1924 the Report of the Classical Investigation stated the problem of this article in these words:

The majority of the teachers filling out the general questionnaire express the belief that the Latin sentence should be attacked in the Latin order. Nevertheless a majority of these teachers follow in practice the analytic method. The reason seems to be largely the fact that opportunity for the use of apperception in teaching pupils to read and comprehend Latin as Latin is much less than in the teaching of the elements of Latin. The pupil's previous experience in the comprehension of normal English sentences does not furnish a basis for developing the ability to comprehend Latin in the Latin order; for it is in word-order and sentence structure that the genius of Latin differs most radically from that of English. In fact, much of the difficulty which pupils commonly have in developing power to read and comprehend Latin is due to an unconscious attempt to recast the Latin into the order familiar to them in English.¹

On the general questionnaire sent out in connection with the Classical Investigation, the question "Do you advise training pupils to grasp the meaning of an entire Latin sentence in the Latin order and then to translate the sentence as a whole?" was answered affirmatively by 728 teachers and negatively by 119; and 777 to 89 advised "training pupils to take in the thought of each word-group as it appears and then translate it." Yet 221 to 595 advised "training pupils to look first for the verb," and 349 to 506 advised "training pupils to look first for the subject, then for the verb, and then for the object." To me the fact that individuals in this group must often, according to the statistics, have voted for conflicting procedures shows that these teachers, while believing

ABBREVIATIONS: The following abbreviations are used in referring to certain periodicals which are mentioned more than once: C. B.: the Classical Bulletin; C. J.: the Classical Journal; C. O.: the Classical Outlook; C. W.: the Classical Weekly; Ed.: Education; Ed. O.: the Educational Outlook; J. Ed. R.: the Journal of Educational Research.

¹ The Classical Investigation, Part One, General Report (New York, American Classical League, 1924), 189.

³ I am indebted for these statistics to Professor W. L. Carr, formerly of Teachers College, Columbia University.

in reading Latin as Latin, had been unable to develop a satisfactory method for training students to do so. It will be the effort of this article to offer some suggestions as to methods a teacher may use in reaching this objective.

A basic step in any efficient method of learning to understand a language is to develop a feeling of familiarity with the sounds and rhythmic patterns of the language. This does not mean, of course, that the student should learn to read Latin orally before he gets some idea of the meaning. In fact, getting the meaning and learning to read orally should be contemporaneous, for it is impossible to give anything but a mechanical pronunciation unless the reader understands what he is reading. This is well illustrated by a conversation I had with a young woman of a neighboring college who is a very fine reader. I suggested to her that she ought to work on some of the choral passages of Greek tragedy. Although she knows no Greek at all, she was interested. Her first remark, however, was, "But someone will have to tell me what it means." And so someone would, if she were to make anything at all out of the passage. Now the converse of this situation, i.e., the dependence of ability to get the meaning on ability to read the passage orally, is not absolutely true, for it is possible to get the meaning of a passage without oral and auditory impressions, e.g., deaf mutes learn to read, and many people do learn to understand printed foreign languages, although their oral reading ability is very poor. But after all, language, as developed by the human race, is basically an oral and auditory phenomenon—so much so that even in the best of silent readers the mental counterpart of the movements of articulation probably takes place;3 therefore the im-

⁸ Cf. Edward Sapir, Language (New York, Harcourt, Brace, 1921), 17 f. Cf. also Peter Hagboldt, Language Learning, Some Reflections from Teaching Experience (Chicago, University of Chicago Press, 1935), 8: "When I read, the visual image of the graphic word is spontaneously transformed into acoustic images. These acoustic images are accompanied by more or less noticeable kinesthetic images; both combined are usually called 'inner speech'; both combined result in meanings." Cf. also H. C. Morrison, The Practice of Teaching in the Secondary School (Chicago, University of Chicago Press, 1926), 467: "Vocalization seems to be intimately a contribution to the acquisition of language-use sense. Reading probably always involves that subconscious utterance which is sometimes called inner speech and which seems to be bound up fundamentally with the thought process itself."

portance of oral and auditory impressions cannot be other than great. The written language, in truth, is nothing but a substitute or depository for the oral language. Then, too, if in teaching Latin we neglect the oral and auditory side of the language, we are denying the students the additional help in the fixation of ideas that is to be gained from these sensory impressions.

Now a familiarity with the sounds and rhythmic patterns is not to be gained from exercises in the pronunciation of isolated words. Toward what student knowledges, abilities, skills, habits, and attitudes, then, can we teach in order that this objective may be gained? First, we might say, would be the ability to pronounce accurately and automatically on sight a capital stock of Latin words, phrases, and sentences. This ability can be gained best by imitation, writing from dictation, and memory work. These student activities should come in the order mentioned, with the dictation being composed of familiar material, and with the memory work having a content that the student will find pleasure in remembering, e.g. mottoes, poems, and songs. Of course, these activities should be confined to material composed of words and phrases immediately useful in reading. Second, the ability to pronounce accurately on sight unfamiliar Latin words as they appear in reading. This ability depends on a knowledge of the sounds represented by the letters and of the rules for placing the accent. This knowledge should be obtained basically by imitation, but should be systematized by a later statement of as few rules as possible.4 Third, the ability to read a Latin sentence or paragraph fluently and with proper word phrasing and voice inflection. This ability may be acquired by such activities as the following: imitation, fitting of phrasing and inflection to meaning, memorization of short passages, the use of Latin questions and answers, and phrased reading by the teacher with the student giving the meaning of each phrase (ear training).5

- 4 Simplified working rules for accent are:
- (1) A syllable is long:
 - (a) If it contains a long vowel or a diphthong
 - (b) If its vowel is followed by two or more consonants
- (2) The accent is placed:
 - (a) On the penult if it is long
 - (b) Otherwise on the antepenult.
- ⁸ The three abilities discussed here are taken from W. L. Carr, "Reading Latin As Latin—Some Difficulties and Some Devices," C. J. xxvi (1930-31), 131-134.

A second basic item in learning a foreign language is the mastery of vocabulary. Different methods of learning foreign languages neglect different items, but no method can neglect vocabulary, because language consists largely of words. Now for what objectives in the field of vocabulary are we to strive in learning to read Latin as Latin? The objectives are twofold: first, the ability to recognize the meaning of an increasing number of familiar words in context, and second, an increasing skill in arriving at the meaning of unfamiliar words in context.

The first part of this objective is not to be gained efficiently by the process of vocabulary memorization. The words should be learned in context, preferably in connected reading material. The greatest student activity here should be the reading of large amounts of connected reading material of an exceedingly low vocabulary density. To my mind the correct vocabulary density for beginning classes should be about one to fifty after the first few lessons have established a small working vocabulary. The importance of this manifold repetition can be seen from the state-

The importance of, and methods for, teaching oral reading are discussed also in Clarence P. Bill, "Reading the Classics, II, "C. J. XXIII (1927-28), 490-493; Carr, "Shall We Teach Our Pupils to Read Latin?" ibid., 504 f.; The Classical Investigation, 190-193; E. B. de Sauzé, "A Pedagogical and Psychological Basis for a First-Year Latin Course," C. J. xxI (1925-26), 489-496 (also in C. B. II [1925-26], 61-64); F. S. Dunham, "The Oral Method in Latin," C. J. xx (1924-25), 226-235; Mason D. Gray, The Teaching of Latin (New York: Appleton, 1920), 43-112; Hagboldt, Language Learning, 3-9, 43-47; M. E. Hutchinson et al., Latin ("Courses of Study for High Schools" (Des Moines, Iowa Department of Public Instruction, 1931), 13, 16; James A. Kleist, "Reading Latin and Greek with Proper Pauses," C. B. vI (1929-30), 29-31; Gonzalez Lodge, "Oral Latin and the Direct Method," Teachers' College Record XVI (1915), 118-128; Language Arts, Foreign Languages ("Missouri at Work on the Public School Curriculum, Secondary School Series," Bulletin 3C; Jefferson City: State Department of Education, 1942), Section One-Latin (W. E. Gwatkin et al.), 16-18; Mrs. J. E. Olivebaum, "The Method of Presenting and Drilling on Syntax in the Cleveland Public Schools," C. J. xxiv (1928-29), 697-702; G. C. Peterson, "Sense Lines-An Aid to Vocal Reading of Latin," C. B. x (1933-34), 30-32.

⁶ Cf. Catherine M. Haage, Tests of Functional Latin for Secondary School Use (Doctor's dissertation, University of Pennsylvania, 1932), 162 f., where an experiment is reported showing that the correlation between comprehension and the knowledge of vocabulary is significantly higher than that between comprehension and knowledge of forms.

⁷ For an excellent discussion of vocabulary density cf. Carr, "Vocabulary Density in High School Latin," C. J. xxxx (1933–34), 323–334. Cf. also M. E. Hutchinson, "Realism in Latin Teaching," C. J. xxxx (1934–35), 482–485.

ment of de Sauzé: "Experiments in the retentive power of memory with Latin have shown that a word must be seen approximately 100 times, or heard twenty times and seen five times, before it is imprinted securely on the memory cells." It is my firm conviction that the greater part of our difficulties in the teaching of foreign languages can be laid to the lack of sufficient reading material and to reading material of high vocabulary density. Further activities of great usefulness in acquiring a vocabulary are drills on words after they have been used a number of times in context, the association of the Latin word with one or more of its English, derivatives, the association of the Latin word with other Latin words from the same root, and the association of words of related function.

It is quite important that the student not be expected to learn every word that he meets in his reading. In each of the earlier semesters of high-school Latin, for example, there should be a total vocabulary of approximately 700 new words. Of these a minimum of 250 should be thoroughly mastered. Furthermore, in functional vocabulary thorough mastery should mean the ability to recall the English meaning rather than the ability to give the Latin word for an English word. Now what shall be the basis for the selection of these 250 words? There are two criteria: (1) the indispensability of any given word in future reading, and (2) the usefulness of any given word in English derivatives. The former, of course, should be the basic consideration as far as teaching the reading of Latin is concerned.9

For the first words that are to be learned the objective presenta-

de Sauzé, C. J. xx1, 490.

The textbook used will in a large measure determine the particular words to compose the minimum 250. Lists basic for future reading are given in: Lodge, The Vocabulary of High School Latin (New York: Columbia University Press, 1907); E. E. Bogart, Latin Vocabulary for the First Two Years (New York: Allyn and Bacon, 1918); S. A. Hurlburt and B. M. Allen, A Latin Vocabulary for the First and Second Years (New York: American Book Co., 1928); New York State Syllabus in Ancient Languages (Albany: University of the State of New York Press, 1939); A Latin Word List (New York: College Entrance Board).

In determination of usefulness of Latin words in English derivatives one may consult E. Y. Lindsay, An Etymological Study of the Ten Thousand Words in Thorndike's "Teachers Word Book" (Bloomington, Indiana University Book Store, 1925); and C. J. XXIV (1928-29), 153 f., where a list of the 104 Latin words having the greatest number of derivatives is given.

tion will prove the most efficient method for the development of language-feeling and for retention. I do not think, however, that we should make a fetish of the objective presentation of words. It has been my experience that if we carry such objective presentation up to the point of an approximation of the direct method, we can waste a good deal of time. 10 The objective method, however, certainly attracts the student's attention, adds interest, fosters the feeling of reality, and aids in the development of language-feeling. The supposition is, of course, that each word will be presented orally in a sentence as the object that the word represents is displayed or pointed to, or as the action that the word represents is performed or displayed in a picture. If the word is presented orally before being written, the student's pronunciation will not be colored by his reactions to letters which have certain values to him in English, and he will be getting the benefit of the auditory practice which is so important in reducing the number of repetitions necessary for imprinting the word on the memory. 11 In this connection it will also be profitable to have the student compose short questions and answers, or simply sentences, both orally and in writing, containing the words being learned.

The objective presentation should gradually fade into disuse in the class as the ability to comprehend the meaning of new words from the context is developed. The student should have every opportunity to do scientific guessing at the meaning of new words. Since we learn to do by doing, if we are to develop student skill in comprehending the meaning of new words from the context, the student must be given much practice in this very process. The average person thinks that he hears every word that is spoken when he understands what the speaker is saying. Actually, we

¹⁰ Cf., for corroboration, H. R. Huse, The Psychology of Foreign Language Study (Chapel Hill: University of North Carolina Press, 1931), 22–41; C. H. Judd, Psychology of Secondary Education (New York: Ginn, 1927), 232–241; and A. A. Schmidt, The Effect of Objective Presentation on the Learning and Retention of Latin Vocabulary (University of Michigan doctor's dissertation; Chicago: Loyola University Press, 1923). In the case of the last mentioned book the data are valuable, not Schmidt's inferences, which to me seem partially subjective.

¹¹ Cf. the quotation from de Sauzé supra, p. 92.

¹² Cf. Hagboldt, "On Inference in Reading," Modern Language Journal XI (1927), 73-78; and Hugh P. O'Neill, "Is It Wrong to Guess?" C. B. IX (1932-33), 5 f.

often fail to hear many words or parts of words; yet we unconsciously fill in these gaps and understand the import. In order to let the student actually see this fact for himself it may be well to give him a few English sentences where blanks are substituted for more or less obvious words. By this experiment he will be led to adopt a correct attitude toward words he may not know in Latin, for a thumbing-the-vocabulary attitude will not work toward learning to read Latin as Latin. Also, he should be made to understand clearly that he often reads a paragraph of English without understanding a word or two in it and yet gets the import. Furthermore, he should see that even though we do not get the meaning of a word either in English or in Latin on its first appearance, we frequently do so on its second, on its third, or after its repeated appearance.

In order that this guessing at the meaning may not be haphazard but scientific, several criteria will help: (a) What idea will fit the context best? (b) What familiar Latin word does the new word resemble? (c) What English word does the new word resemble? (d) What part of speech is demanded by the context? (e) What part of speech is demanded by the form of the word? (f) What do the prefixes and suffixes indicate about the meaning? (g) What does the ending of the word show about the meaning? This procedure will often involve the reading of a sentence, a paragraph, or a page several times before the meaning of a given word or phrase becomes evident. The teacher can often help by giving the word or phrase in another sentence or two. It is to be remembered, however, that this process is not a game, but definite activity toward a certain skill. Often comprehension questions in either Latin or English can be so phrased that they offer a commentary on the text that is being read, and thus they may be used as a legitimate teaching device to help the student toward the understanding of a new word or phrase. 13 For developing skill in discovering the meaning of a new word in a passage, W. L. Carr has given this very useful student activity: "The pupils silently read and reread in class a short passage of new Latin, each pupil checking with a pen-

¹³ Cf. Jonah W. D. Skiles, "The Making and Use of Comprehension Questions," C. J. xxxvi (1940-41), 179-183, 370-372

cil any word the meaning of which he cannot solve for himself; a pupil then asks for help on a given word, and the teacher calls on some pupil who has solved the meaning to explain how he did it."¹⁴

I am under the impression that for learning to read Latin as Latin the traditional method of learning paradigms is more of a hindrance than a help. Before some conservative soul decides to hear me no further, let me hasten to add that I would have certain paradigms learned, but not in the traditional manner. Too often have I seen students who could glibly parrot off forms in a paradigm without any real idea of the meaning of those forms. I cannot agree with the implications of A. T. Walker, who has written that "everyone ought to agree that the 'indispensable primary immediate objective' is not the ability to read in the Latin order but an accurate knowledge of the facts of Latin, plus whatever reading ability Heaven may have vouchsafed to the pupil's brain."15 Of course. Walker and every advocate of paradigm learning would say that the pupil should know the meanings of the paradigms, but how many teachers, in calling for paradigms, ask that the meaning be given with each form? Then, too, the paradigm is not a natural language situation. Nobody ever uses a paradigm as such in conversation or reading. Even persons who learn their paradigms and then acquire facility in reading or speaking a language, rarely, if ever, recall a paradigm when they are reading or speaking that language. Nevertheless, it will be highly desirable for the student to systematize his knowledge of forms by means of paradigms, but

¹⁴ Carr, C. J. xxvi, 136. For further discussion of technique in learning vocabulary and of the importance of vocabulary, cf. Clara D. Book, "Detailed Analysis of the Task of Reading Latin," J. Ed. R. xxv (1932), 179 f., 183–187; Carr, "The Functional Approach to the Learning of Latin Forms, Syntax, and Vocabulary," The Virginia Teacher XIII (1932), 30 f.; id., C. J. xxvi, 134–137; The Classical Investigation, 206–210; de Sauzé, C. J. xxi, 490 f.; Gray, 73–85; Haage, 101–146, 162 f.; Hagboldt, Language Learning, 3–22, 56–99, 129–135; Huse, 22–41; Hutchinson, "Objectives in the Teaching of High-School Latin and the Measurement of Their Attainment," C. J. xxxiv (1938–39), 279 f.; id., "Realism in Latin Teaching," C. J. xxx (1934–35), 482–485; Hutchinson et al., 13–17, 42, 48, 53, 58, 64, 70; Judd, 240–250; Gwatkin et al., 18–21, 50 f., 55, 59, 64, 67, 71; Anna B. Osborn, "The Sentence as the Unit of Instruction in Latin," C. J. xix (1923–24), 18–21, 25 f.; S. C. Parker, Methods of Teaching in High Schools (New York: Ginn, 1920), 122–140; Schmidt.

¹⁵ A. T. Walker, "The Report of the Classical Investigation—A Criticism," C. J. xxv (1929-30), 92.

only after he has thoroughly understood each form functionally.

For reading Latin as Latin how, then, shall the student learn his forms? In the same way that he learns his vocabulary-in sentences as they appear in connected reading. Now the teacher may by skilful teaching lead the student to a knowledge of the meanings of the forms by inference, or the teacher may prefer to explain each new form as he comes to it. I am inclined toward the latter as a general procedure, for we are not trying to teach skill in understanding new forms. If this functional procedure is pursued, it follows that we should not keep to the traditional order in the presentation of the declensions and conjugations. The student can learn to recognize nearly all singular accusatives of all declensions by one simple sign—that they end in m. In fact, he does not need to know until much later that there are different declensions. The other cases are not so simple, but in all instances he should be taught to associate the ending directly with the meaning. In like manner the presentation of the tenses should cut across conjugation lines, e.g. forms of the present tense of all four conjugations should be used contemporaneously without reference to their differences. Then when he comes to the imperfect, all he has to do is to adapt himself to the tense sign -ba-. And the other tenses should be approached in like manner.

Here it may be added that there is a modification of the paradigm which lends itself very readily to a natural language situation and which is very useful for drill on forms already presented. In this modification emphasis is placed on the corresponding forms of several words rather than on several different forms of one word, e.g. ego librum video, ego librum tango, ego librum capio, ego librum porto, etc., and puer librum portat, puer cretam portat, puer canem portat, puer picturam portat, etc. Then the same process can be repeated with another person, number, and tense or with another case and number, respectively, according to the demands of the learning situation.¹⁶

That we have taught, under the traditional teaching of forms, more forms than efficient use of the student's time allows is shown

¹⁶ For an example of this technique, cf. Alice Blum, Oral French Method (New York: Putnam, 1932).

by the fact that Paul Diederich in a count of word-endings in 10,000 Latin words taken at random from classical prose and verse found (1) that only 37 endings (with tense signs disregarded) occurred three or more times each, (2) that these 37 endings comprised 71 per cent of the total occurrences of all the endings, (3) that 21.5 per cent of the total were indeclinable, (4) that 3.5 per cent of the total consisted of 24 irregular pronominal forms which are practically vocabulary, and (5) that 4 per cent were the "individualistic" third declension nominatives. He further found that by subtracting all endings that accounted for less than 1 per cent of the total words he had only 17 endings left and that these 17 endings account for 65 per cent of the total words. His solution is to teach the student these 17 endings and to have him keep the complete list for reference.17 Just how many times does the student use many of the forms that we have been accustomed to teach in first- and second-year Latin? Is this customary procedure worth while when he could be using this same mental energy on some other activity more directly aimed at the objective of learning to read Latin? I am assuming, of course, that the student, as he reads more and more Latin, will gradually become more and more familiar with these less-used endings and eventually will recognize them as readily as he recognizes the more frequent ones.

Now, to return for a moment to the problem of the teaching of those forms we feel the student must recognize immediately if he is to attain facility in reading Latin, it is evident that the student must become thoroughly habituated to any given case or tense before he goes on to the next one; otherwise he will soon become confused. Then, too, it is better to defer the introduction of certain case forms of the third declension that, by their likeness to first and second declension forms of different cases, may cause confusion. It is surprising, however, how readily the pupil becomes adapted to a new ending when he has already become familiar with the case functionally.

When forms have been learned in this manner, i.e. functionally, syntax has for all practical purposes been taken care of. As the

¹⁷ Quoted by Hutchinson, C. J. xxx, 485 f. Cf. also Paul B. Diederich, The Frequency of Latin Words and Their Endings (Columbia University doctor's dissertation; Chicago: University of Chicago Press, 1939).

difficulty of the Latin reading increases, however, there will be an occasional more difficult principle of syntax that will be met in the reading, explained, and then gradually understood through use. Indirect discourse and certain uses of the subjunctive are examples. Noun syntax will furnish few difficulties if the teacher presents the minute variations within a given case simply as variations of the fundamental meaning of the case. For example, all the multitudinous ablatives are either "with or by," "from," or "in" ablatives. If a preposition is used, syntax can be forgotten. If a preposition is not used, the student tries to find which of the three varieties of ablative fits the context best. And that is just about the same process that we technically-trained grammarians use subconsciously. I am quite sure that attention to the minutiae of syntax slows the development of reading power in the elementary student. To be sure, as he advances, he will pay more and more attention to minutiae with the result that, if he should pursue his study of Latin for several years, his grammatical attainments would be comparable with those of grammatically-trained students, whereas his reading attainments would be far superior.18

Now what are to be the recitation activities in reading a passage

¹⁸ For further discussion of technique in the teaching of forms and syntax, cf. Book, J. Ed. R. xxv, 186 f.; Carr, "How Much Case Syntax?" C. O. xv (1937-38), 49 f.; id. "How Much Mood Syntax?" C. O. xvIII (1940-41), 77 f.; The Classical Investigation, 135-143, 157-162, 217-221, 228-233; de Sauzé, C. J. xxr, 490-492, 494; Dunham, "How May We Strengthen the Appeal of Latin without Impairing Its Value?" C. B. xvii (1940-41), 57 f., 67-69; Gray, 86-112; W. J. Grinstead, "The Unit of Learning in Latin," Ed. O. v (1930-31), 40-52; Calla A. Guyles, "Can He Comprehend?" Ed. LVII (1936), 479 f.; Haage, 101-146, 162 f.; Huse, 82-87; Hutchinson, "The Correlation Between the Difficulty of Latin Constructions and Their Frequency in High-School Latin," C. J. xxiv (1928-29), 412-420; id., C. J. xxxiv, 280-282; id., C. J. xxx, 485-487; Hutchinson et al., 17-28, 42-44, 48-50, 53-56, 58-60, 64 f., 70 f.; Kleist, "Old and New: Grammar Translation Method," C. B. XII (1935-36), 36 f.; Gwatkin et al., 21-26, 51 f., 55 f., 59-61, 64, 67 f., 71 f.; Olivebaum, C. J. xxrv, 697-702; O'Neill, "Reading Latin," C. B. rv (1927-28), 10 f., 20-22, 29-31, 37 f.; v (1928-29), 23 f., 30 f. (cf. also id., Reading Latin [Chicago: Loyola University Press, 1929]); id., "Reading Latin at Sight," C. B. III (1926-27), 8; Osborn, C. J. XIX, 17-27; W. H. Strain, "A Frequency Study of Latin Inflections," Ed. LIX (1938), 206-211; id., "Proposals for the More Efficient Teaching of Latin Inflections," C. J. xxxv (1939-40), 257-275; id., Essential and Non-Essential Syntax and Inflections in High-School Latin (Indiana State Teacher's College master's dissertation, 1933).

of Latin as Latin? How shall the teacher both test and teach so that the student may be encouraged to use fruitful methods in his preparation? What different methods may the teacher use to insure that the pupil has understood the text? For the recitation activities must be such as to cause the student to use in his preparation such techniques as will condition him for the reading of Latin as Latin. Translation cannot be used as the chief recitation activity, as is the current traditional practice. There are, however, recitation activities, some of which test the student's general knowledge of the passage and some of which test his specific accurate knowledge of the passage just as minutely as, and sometimes more minutely than, the translation technique.

(1) There may be oral reading by the student. Often in more simple passages the teacher will be able to tell by the student's phrasing and emphasis that he understands the passage. Simple passages or no simple passages, a good deal of significant oral reading should be done.

(2) The teacher may read the passage orally and pause to ask the meaning of significant phrases and clauses. The teacher should do frequent oral reading with the breaking up of sentences into thought units. One of the most useful devices in reading Latin as Latin is the breaking up of a sentence into meaningful connected units such as noun and adjective, subject and verb, prepositional phrases, verb and adverb, participle, ablative absolute, simple clauses, etc. It will be exceedingly helpful to have the student practice this breaking up, either orally or by marking the meaningful connected units. For more complicated passages and for more advanced students colometric writing will be highly useful. The practical difference between colometric writing and the just-mentioned breaking up into phrases and clauses is the fact that each colon, i.e. each meaningful series of words, is put on a separate

¹⁰ Cf. also Carr, C. J. xxvi, 139; Frank G. Moore, "Haste and Waste in Translating Latin," Educational Review Lv (1918), 423-426; H. C. Nutting, "Reflections on the League Report," C. J. xx (1924-25), 215-218; Mignonette Spilman, Cumulative Sentence Building in Latin Historical Writing ("University of California Publications in Classical Philology," Vol. IX, No. 7; Berkeley: University of California Press, 1932); id., "Learning to Read in the Latin Order," C. J. xxiv (1928-29), 323-337.

line, and indentations and a few italics are used to show certain syntactic relations. Also the series of words are usually a good deal longer in colometric writing.²⁰

(3) The student may be asked to show the relations of the words, phrases, and clauses by certain graphic devices. This is really a more detailed working out of the method suggested above under (2). Most useful of these graphic devices are those for emphasizing the subject and the direct object, for linking up a modifier—a genitive, an adjective, an adverb, a participial phrase, or a clause—with the word modified, or for setting off parenthetical clauses. This method should be resorted to only in involved and grammatically troublesome passages. Unless it is used very carefully and skilfully, it will confuse more than it will help.²¹

(4) The student may answer comprehension questions based on the passage. These questions may be either in Latin or in English. The answers, however, should be in English lest we place too much emphasis on spoken and written Latin and lest the student answer by juggling the Latin words of the passage without any real comprehension of the meaning. This activity may consist of simple questions, multiple choice questions, completion statements, or true and false statements, but in any event the material should be detailed enough to show the student's accurate understanding of

²⁰ Cf. Sister Mary Pascal Campion, "Reading Latin as Latin," Catholic School Journal XXXVII (1937), 9 f.; Kleist, C. B. VI, 29-31; id., "What is a "Sense-Line"?" C. B. XII (1935-36), 46-48; id., "The Uses of the Sense-Line Method of Reading Latin," C. B. XII (1935-36), 62-64; id., "A Valuable Aid to Teaching Latin in the High School," C. B. VIII (1931-32), 63 f.; Peterson, C. B. x (1933-34), 30-32; id., "Teaching the Gallic War as Caesar Wrote It," C. B. IX (1932-33), 25-27; id., "Who's Afraid of Big Bad Caesar?" C. B. x (1933-34), 62-64.

The following colometrically edited editions have been published: Peterson, Cicero's First Catilinarian (\$0.25); id., Cicero's Pro Archia (\$0.25); and A. F. Giunta, Cicero's Fourth Catilinarian (mimeographed; \$0.20). All are published by the St. Louis University Press, St. Louis. Mimeographed teacher's manuals for the above have been

published at the same place at \$0.20 each.

¹¹ Carr, "Some Grapic Aids for Reading Latin," C. J. xxvi (1930-31), 399 f., gives fourteen graphic devices that may be used. Cf. also id., C. J. xxvi, 139. Albert Czech, De Repraesentatione Graphica Propositionis Latinae (Shantung, China: Typographica Missionis Catholicae Yenchowfu, 1939), gives a very elaborate system that virtually amounts to diagramming. For classroom technique cf. W. L. Carr, G. P. Hadzsits, and H. E. Wedeck, The Living Language, A Second Latin Book (New York: Heath, 1934), 331, 341, 355, 370 f., 382, 407, 420, 434, 447.

the passage. When detailed accuracy is not necessary, the comprehension questions may be more general, or the teacher may even ask the pupil to tell the story of the passage. In general, however, the student will be more motivated by definite questions asking for definite and limited information.²²

(5) The student may transverbalize or metaphrase the passage. This is probably the most readily usable technique for attacking a passage or for accurate checking of a student's knowledge of the Latin. Difficulties arise, to be sure, in involved word order, but these can frequently be taken care of by metaphrasing units larger than the simple phrase. As for technique in transverbalization, I certainly should not go into the grammatical detail and analysis that Hale recommended in The Art of Reading Latin,23 though Hale certainly did the teaching of Latin a great service by his enthusiastic advocacy of reading Latin as Latin. My own feeling is that the tremendous amount of detail into which Hale went obscured the meaning. Franklin H. Potter notes that Hale took ten pages of his book to explain the comprehension of a sentence of eleven words and mentioned "approximately 124 items of observation, recognition, memory, and reasoning."24 The student, however, should transverbalize, at the same time letting his feel for language and his knowledge of the context carry him along. He should keep the Latin order strictly, except that, after he has become thoroughly familiar with, and habituated to, the Latin wordorder, he may be allowed to lift a phrase over into English as a unit without regard for the exact order within the phrase, i.e. he may use the adjective-noun order in English where Latin uses the noun-adjective, and such adaptations-in other words, metaphrasing. Cases should be transverbalized according to the basic

²² For a detailed discussion of comprehension questions cf. Skiles, C. J. xxxvi, 179-183, 370-372. Cf. also The Classical Investigation, 194 f.; Victor Coutant, "The Comprehension and Translation of Secondary School Prose," C. J. xxxv (1939-40), 453, 458; Guyles, Ed. LvII, 481; Margaret Y. Henry, "Some Considerations of the Problem of Reading Latin," Ed. O. v (1930-31), 162 f.; Hutchinson, C. J. xxxvi, 278 f.; Dorrance S. White, The Teaching of Latin (New York: Scott, Foresman, 1941), 159 f.

²⁰ W. G. Hale, The Art of Reading Latin (New York: Ginn, 1887; also Chicago, Mentzer, Bush and Co., 1916).

²⁴ Franklin H. Potter, "Training for Comprehension," C. J. XXIII (1927-28), 17.

meanings of the case, except, of course, when a preposition defines the meaning of a case. The more the student understands the cases in their basic meanings the more he will develop language-feeling for Latin. Absolute literalness in transverbalization should be insisted on for the sake of training in accuracy in the use of Latin case forms.²⁵

(6) There will occasionally be highly involved passages that will demand an analytic method for their comprehension. In such passages the analytic method should be used, for the teacher should never sacrifice clarity for consistency of method. The report of the Classical Investigation reads:

While recommending that a reading method be regularly employed by the pupil in his attack upon a Latin sentence, we recognize the fact that in the interpretation of difficult passages it will at times be necessary to resort to detailed analysis. We urge, however, that in all such cases the pupil should be made clearly to understand the difference between this process and the reading method to be regularly employed.³⁶

Likewise wrote Mason D. Gray, an earnest advocate of the Latin word-order method, "The adoption of the Latin word-order method does not, however, commit teachers to an undeviating use of it under all conditions, under the pain of exposing themselves to the charge of inconsistency." When, however, the analytic method has been used, it will be well to go over the passage again with one of the preceding methods so that the student may see that any Latin is ultimately understandable in its own word-order. 28

I have not yet discussed what is probably the one most valuable activity for learning to read Latin as Latin, and that is reading at sight. Nowhere will the teacher have more opportunity to guide

^{**}For discussion of the use of transverbalization and metaphrase, cf. also Edith Claffin, "Teaching the Comprehension of Latin," C. J. XXII (1926-27), 281; id., "On Translating Latin," C. J. XX (1924-25), 110 f.; The Classical Investigation, 194, 196; Coutant, C. J. XXXV (1939-40), 453-455; Gray, 65, 68; Henry, Ed. O. v, 161 f.; and the references on thought-units and colometry in nn. 19 and 20.

³⁸ The Classical Investigation, 197.

²⁷ Gray, 62.

²⁸ For further discussion of the technique of reading Latin both in the student's preparation and in classroom procedure, cf. Hutchinson et al., 28-34, 45, 50 f., 54-56, 60 f., 65-67, 71 f.; Gwatkin et al., 26-28, 49 f., 55, 57-59.

the student into correct methods of attack unhampered by the previous conditioning of the prepared assignment. I have left a discussion of sight work to the last because here the teacher will use every one of the techniques discussed above; and therefore, without repeating, I can do nothing but emphasize the fact that all possible sight reading should be done. Here the teacher can do valuable work by often doing transverbalization or metaphrasing himself. In fact, I am inclined to think that if the attention of the class can be kept, the teacher's own transverbalization is one of the most valuable procedures—it is demonstration of technique by an expert.²⁹

In conclusion, what is the place of translation? First, reading and comprehension should always precede translation; second, only parts of the Latin read should be translated; and, third, the translation should be an exercise for "the development of the power of thinking and of expressing thought through the process of putting into adequate English a thought already comprehended in Latin"; 30 fourth, the review lesson probably furnishes the most practical material for translation. 31 *

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²⁹ Cf. also Bill, C. J. xxiii (1927–28), 493 f.; Gwatkin et al., 59; O'Neill, C. B. ix, 5 f.; id., C. B. iii, 8.

³⁰ The Classical Investigation, 201.

²¹ For the place of translation, cf. also Carr, C. J. XXIII (1927-28), 506; Claflin, C. J. XXII (1926-27), 281; id., C. J. XX (1924-25), 104-112; Coutant, C. J. XXX (1939-40), 453, 457-459; Dunham, C. J. XX (1924-25), 229; id., C. J. XXX (1934-35), 163; Gray, 69-72; Hagboldt, Language Learning, 23-37; W. R. Hennes, "Translating Latin," C. B. IV (1928-29), 37 f., 46-48, 55 f.; Henry, Ed. O. V, 161; Hutchinson et al., 33, 66 f., 71 f.; Gwatkin et al., 28 f., 58 f.

^{*} Some other material of interest and value, to which I have not had occasion to refer in the notes will be found in the following:

Bovin, Henry. "Les instructions sur l'enseignment des langues anciennes," Revue Universitaire XLVIII (1939), 132-137. Brief abstract in C. J. XXXV (1939-40), 189.

Buswell, G. T., A Laboratory Study of the Reading of Modern Foreign Languages (New York: Macmillan, 1927), 71-78, 90 f. Attention is given to Latin as well as to modern languages in this study of eye movements. Students taught Latin by a reading method showed eye movements similar to those used in reading modern languages.

Carr, W. L. "The Functional Approach to the Learning of Latin Vocabulary, Forms,

and Syntax," 18th Annual Schoolmen's Week Proceedings (Philadelphia: University of Pennsylvania Press, 1931), 524-532. Id. "Reading Latin and Writing Latin," C. W. xxviii (1935), 129-133.

Flagg, Isaac (ed.). The Lives of Cornelius Nepos (Boston: Leach, Shewell, and Sanborn, 1895), pp. iv-xvi. Interesting as one of the earlier advocacies of reading Latin as Latin.

Gastine, G. "Après l'exposition d'imagerie antique," L'Enseignment Public CXVII, 1-14. Brief extract in C. J. XXXV (1939-40), 189.

Goodale, Grace H. "Some Reflections on the Teaching of Latin," C. W. XXVII (1933-34), 41-45.

Grinstead, W. J. "Recent Developments in Latin Instruction," 14th Annual Schoolmen's Week Proceedings (Philadelphia: University of Pennsylvania Press, 1927), 280– 286.

Hutchinson, M. E. "Some Needed Research in the Teaching of Latin," C. J. XXIX (1933-34), 335-356.

Id., "The Reading Method—Is It Practical in Latin?" C. J. xxxx (1935-36), 289-302. Judd, C. H., and Buswell, G. T. Silent Reading: A Study of the Various Types (Chicago: University of Chicago Press, 1922), 90-148. Interesting here because the charts of eye movements showed that students who had been taught Latin by the traditional methods had no technique of reading similar to that found in English and in the modern foreign languages but let their eyes wander back and forth with multitudinous fixations on each line.

Kaulfers, W. V., Modern Languages for Modern Schools: New York, McGraw-Hill (1942). Contains much on objectives, content, and method that applies to ancient as well as to modern languages.

Korfmacher, W. C., "The Teaching of Latin in High School," C. B. IX (1932-33), 37-39. A brief discussion of the various methods.

Paschall, Clarence, "The Situation of Latin in the Secondary Schools," C. J. xxiv (1928-29), 404-411.

Report of the Committee of Ten on Secondary School Subjects (National Education Association; New York: American Book Co., 1884), 70-72. Interesting as one of the earlier advocacies of reading Latin as Latin.

Report of the Committee of Twelve of the American Philological Association on Courses in Greek and Latin for Secondary Schools (Boston: Ginn, 1889), 30 f. Interesting as one of the earlier advocacies of reading Latin as Latin.

Roller, Julianne (chairman), "Subject-Matter Round Tables in High-School Instruction and New Curriculum Materials—In Ancient Languages," Proceedings of the National Education Association, Vol. 74 (1936), 349.

Smithies, Elsie M. An Experiment in the Teaching of Latin (University of Chicago master's dissertation, 1926). A discussion of the reading adaptation method.

Id., "Our Latin Reading Method," Latin Notes Supplement, No. 43 (September, 1929). A discussion of the reading adaptation method.

Woodworth, Dorothea C. "The Unit of Sense, with Especial Reference to Translation," C. J. xxxII (1936-37), 326-338.

Wrightstone, J. W. "Measuring Diverse Objectives and Achievement in Latin Teaching," C. J. xxxiv (1938-39), 155-165.

QVID EXPEDIVIT PSITTACO? OR THE SOUL OF GRAMMAR

(WITH APOLOGIES TO SONNENSCHEIN AND TO PERSIUS)1

BOUT six months ago a Harvard professor's small daughter, then a little short of ten, said to her father at supper one evening, "Daddy," she asked, "how many wives has Hitler got?" To this the attempt was made to give the judicious answer, "So far as public knowledge goes, he is not supposed to have any." Then with the persistence of extreme youth and of her sex, the little girl pursued the matter and asked, "Well, then, how many concubines has he got?" It may be regretted that she did not ask when, like Solomon, would he "get wisdom." But when I tell you that the same child inquired about the same time concerning gat as the preterite of get and holpen as the past participle of help, it will not be necessary to add that she had acquired this somewhat unusual item of vocabulary and had acquired interest in these altogether obsolete verbal forms not at all by attending a course in general language, but merely by reading with the family the King James version of the English Bible. In the same way she once reported rather proudly that she remembered how to spell sign from Latin signum. This was after having worked through an elementary Latin text one summer, not by cramming English spellings. I must say that her father was relieved not to have taught her the true ancient pronunciation of signum; and to that it should be added as a corollary that for my own part I would gladly see the spelling of English reformed, and all such childish encumbrances removed once and for all. I begin with these two stories to make clear at the outset my view of the entire problem of language instruction; namely, that language can be studied only by studying languages and not by studying about language.

Now in every discussion it is a matter of common prudence and common decency warily to scrutinize our motives. Let me then say at the outset that in my remarks on this topic of general lan-

¹ This is, with some unimportant omissions, my paper read to the Classical Association of New England, March 28, 1942, now contributed to C. J. at the request of its Editor.

guage I am speaking entirely as a linguist, not as a classical scholar. Doubtless good comparative philologists usually begin as classical scholars, and there was a time twenty years ago when I was prepared to defend the classics through thick and through thin, in season and out of season, up hill and down dale, by every argument of which I could think. That, of course, as I now realize, was because I had a vested interest. The classics were my bread and butter. I should no longer defend the classics in that way, nor in defending them should I use the same arguments. There are, to be sure, good arguments for defending the classics, and I can think of plenty of excellent ones.

As for the soul of grammar, it is disputed, is it not, whether even man has a soul. Can grammar have one? This too is a matter for disinterested investigation. "No one," it has well been said, "will claim that the discovery of truth is the sole object of politicians; and everyone believes, rightly or not, that it is not invariably the sole object of theologians. But few except the initiate would suspect the amount of subconscious dishonesty that pervades" grammatical study, soul or no soul. There was in England in the late nineteenth century a society or group of men and women who arrogated to themselves the title "The Souls"; Arthur James Balfour was one of them. They were much concerned with matters of aesthetic appreciation. Does this help us? I think so. It was Hermann, the Johann Gottfried Hermann, who rather despised Comparative Philology, Hermann grammaticorum equitum doctissimus, who taught his pupils to do one thing at a time and to do it well, who lectured in Latin and yet recognized the limits of his knowledge-est quaedam etiam nesciendi ars et scientia, he sighed-of whom Porson wrote:

> The Germans at Greek, are sadly to seek, All save only Hermann, and Hermann's a German

(Porson's gibe at the Germans is nothing; he is merely attempting a literary exercise in the style of Phocylides, and German rhymes well enough with Hermann); it was Gottfried Hermann, I say, who declared Ohne Grammatik keine Asthetik—you will not learn to appreciate the soul of Grammar without grammar. The only approach to literature is through language.

Sonnenschein's book, the Soul of Grammar, published in 1927, was devoted to an examination and comparison of syntactical usage in classical Greek, in Latin, French, Spanish, English, and in German. You see the idea was to extract what is common property in the syntax of these languages, their kernel, so to speak, and then present the facts of their usage in ordered array. Sonnenschein was not, of course, alone. Within a decade at least three other books of the same kind had appeared—all of them (that is, all four except the one whose title I have borrowed) written in German.

Now for this idea I have nothing but praise, though the execution may leave something to be desired. For none of the four books which I have in mind, Sommer's Vergleichende Syntax der Schulsprachen, Kroll's Die Wissenschaftliche Syntax im Lateinischen Unterricht, Sonnenschein's Soul of Grammar, and Edward Hermann's Die Sprachwissenschaft in der Schule, has quite escaped the domination of the old logical concepts of grammar, with its fatal accompaniment of "rules" and "exceptions." But this vexatious problem of teaching a language, native or other, is by no means a new one. In 1748 there was published at London the second edition of a little book with the title Grammar Made Familiar and Easy to Young Gentlemen, Ladies, and Foreigners. It rather reminds us of the old classification in law of minors, women, and idiots all together, as incompetent to act in their own behalf. With the growth of popular education the problem has become, I suspect, much more acute, and it would be no exaggeration to say that courses in general language are becoming more numerous. We must, therefore ask ourselves, first, whether such courses should be encouraged; and second, what, if so, they ought to contain.

If they are becoming more numerous because they meet a demand, then, I fear, there is little that we could do about it. Supply will meet that demand. I recognize the danger that popularity may be vulgar, and even wrong, but still, if you have popular education, there it is. Nevertheless, it does appear that as a consequence of the decline in rigorous training in the use of our native language and of at least one other language in addition, whether ancient or modern, and above everything else as a consequence of

the disappearance of training in anything remotely resembling accurate translation, there may be a place for courses in general language. Courses in general language, when they were first offered, at least if the textbooks published to be used in such courses are any indication of what the courses themselves were like, were utterly indefensible. I should describe two such books which I have examined, one of them published in 1927 and another so recently as 1935, as unmitigated rubbish. Just so much hocuspocus. It is, alas, a snippity age and one can only ask in despair, to borrow and modify a phrase of Persius, "What hath it profited the parrot?" Quid expediuit psittaco? To attempt to teach bits of French and Spanish and Italian side by side, or in the same way bits of English and German and Latin side by side, can only lead to the most appalling confusions. Pupils are bound to get the languages, genders and endings, all mixed up, their knowledge will be inaccurate, and ultimately they will fail to have any real command of any language at all.

Besides, how far are you going to push back into the past? If you include Greek and Latin in this sort of thing, where are you going to stop? With Sanskrit? with Hittite? with Assyrian? with Chinese? or with Hottentot? How are you going to decide where you will stop? If you appeal to cultural values as a basis for the interpretation of our own Western civilization, it is questionable whether you ought to go beyond the Renaissance in teaching North American youngsters, for after all that is our starting point; or beyond Latin for a young European, for after all that is his starting point. I presume, at any rate, that no one would suggest that a young French or Italian boy cannot understand the basis of his own civilization, even though it came to him through Greece, without knowing the anterior civilizations of Egypt and Sumer through a first-hand knowledge of hieroglyphic and cuneiform texts. To assert that it is impossible to understand our twentiethcentury mechanized civilization without a knowledge of Greek and Latin simply is not true.

I doubt whether there is a great advance beyond the position of those two earlier books which I have mentioned to be found in two books published, one of them in 1940, and the other in 1941.

One of these is an attractive book, well-got-up, and suitable for an intelligent child of ten as a Christmas present, but a waste of children's time and of tax-payers' hard-earned dollars in high school. General Linguistics is a subject for college students; by making it "easy," you make it only too easy and altogether childish. It is all very well to coat a pill with sugar; but this is all sugar—there is no pill at all. I myself greatly prefer the principles established in Language and General Education (1940), edited by Mr. Louis C. Zahner, of Groton School, as chairman of the Commission on the Secondary-School Curriculum of the Progressive Education Association.

It is my conviction, I say, that these courses in general language have been introduced because it was felt that something was needed to train school and college students in the use of language, insomuch as the need was no longer filled by training in accurate translation.

The curious blunders which we sometimes encounter in the use of English are strangely enough part and parcel of what strikes me as a kind of extraordinary fluency and facility of speech on the part of students whom I, at least, meet. They have a vocabulary which has run away with itself. Their language has got quite away from that correspondence which all speech-forms, strictly speaking, have or once had with reality. That is why the radio has become such a dangerous implement of propaganda. In plain English, people don't tell the truth, sometimes not because they are downright liars, but because they don't know the established conventionalized meaning which the words that they use have in their own speech community. It all goes back to the *Gorgias* of Plato. Our pupils are being fed the confectionary of generalities instead of the wholesome staples of grammar and accurate translation.

I notice that the new crop of self-styled semanticists stress that point. They think, and rightly, first, that people are going astray in their use of English simply because they have not been disciplined in its use by practising accurate translation to and from other languages. With that I agree, but I suspect that there is more to the hullabaloo about semantics and "general language." It has the appeal of novelty, something new, especially if you can

get hold of it before the other fellow. Originality, don't you know. We forget that in our work if a thing is new, it is not likely to be true. Everything weighs heavily in favor of the methods, tried by literally hundreds of years of experience, on which I was taught my Latin, compared to any of the far less successful newfangled methods.

Why has this subject, this word "semantics," taken people by storm? Ask the semanticists themselves. They can tell you. They are right, second, in laying stress upon what they call the emotive use of language. Not that that is any new discovery; or indeed that, to those who know, semantics itself is a new subject in the strict interpretation of the term semantics. We have always known that the emotional extent of a word may far outrun its semantic content. The Sermon on the Mount notwithstanding, people are more likely to hate than to love their enemies; your enemies are always wicked, always. Especially if you can capture a few of them. Therefore the lineal descendants of the Latin captious, both the French chétif and the Italian cattivo mean "naughty." In Homer Aphrodite is always φιλομμειδής "fond of laughter," even when she runs home badly wounded. Now this sort of thing is admirable in the teaching of a language. Explain to your pupils in French and Italian how chétif and cattivo got their meanings. Tell your pupils how it comes about that the Latin adjective uetus has the same form for masculine, feminine, and neuter, in the nominative singular. Tell them the etymology of educare, which of course is not the same thing as edūcere. Tell them why Cicero calls himself nos "we" as if he were a monarch, or the editor of a newspaper. Tell them why in a conditional clause referring to the future you use the future in Italian but the present in French, and show them that both constructions existed in Latin. Interpret your texts with the help of comparative grammar. Illustrations of this kind, provided they are right, are all to the good. By this means you will arouse and hold interest, which is the first key to success. The use of a consistent terminology wherever possible in the teaching of as many languages as possbile is likewise helpful, and it cannot possibly do any harm to draw upon the historical and comparative method in teaching a single language. Nothing is so good as the

salt, if it is good salt, of historical grammar. But nothing but failure will come of any expectation that one, still less that more than one, language can be learned except by studying each language by itself and through its own literature. If you want to learn some Latin, you will have to read Latin authors, not little bits of Latin in some textbook.

I also distrust rather gravely any attempts to teach philosophies of language or to inculcate dogmas about the origin of language since in the end this comes down to teaching mere theories. In not one of the books that I have mentioned is there any hint of the light thrown upon the origins of signaling systems, such as language is, by our new knowledge, not only of the social organization of insect communities—especially the bees—but also of the evolution of the human brain, which, in Elliot-Smith's brilliant interpretation, comes near to telling the whole story. But far more important than this is it to show clearly what language is, what its function and value is, how it changes, and what it has done, both good and evil, for the human race.

After all this it might be supposed that I myself should not venture on a course introductory to general linguistics for undergraduates. But I do. What I condemn is such instruction in high schools, where it is entirely out of place. It is unnecessary here for me to enumerate, as I did in the delivery of this paper, the several topics that I discuss in the course; but at any rate I have nothing to say in it about the ding-dong or bow-wow or other lunatic theories of the origin of language, or about Jespersen's "primitive singing," which is almost as silly. But these anachronisms appear in a text-book written for pupils in high school! As well teach that the earth was created at 9 A.M. one August Sunday morning in 4004 B.C.

With the exception of changes wrought on the surface of the earth, and of actual relics, our whole knowledge of the past doings of mankind is embraced in language, either committed to writing or orally transmitted. It follows that language, at some point or other, touches every science the subject of which is man. Without language what would man be? How could man be man at all without it? If man has made language, it is no less true that lan-

guage has made man. All that we call civilization is dependent upon language; only because, thanks to language, the discoveries of one generation may be transmitted to another, is it possible for one generation to start where the last one stopped, and not to have to make a fresh start from the beginning. Hence the story of language is the story of mankind upon this earth, and the history of a language enshrines the history of the men who spoke it. The study of language, in any real sense, is the study of history in the broadest meaning of that much misused word. Even ethnology and anthropology, geology and archaeology, have points of contact and are sister sciences to the science of language. For words must be studied in the light of the things and of the ideals to which they have been applied. I still maintain, however, that all that, for high schools, is best done in connection with the study of a given language and not in the vacuum of general linguistics. I have an idea that much of the trouble arises from false conceptions of educational theory and above all from the fallacy that there are different kinds of ability or of capacity, which has been substituted for the certainty that there is either capacity or incapacity, and that when there is capacity there are all degrees of it, ranging all the way from genius pure and undefiled to gross imbecility. We were told not long ago by a national educational organization that mathematics as now taught is a serious obstacle to many children. It is a wicked and dangerous falsehood, made still worse if it leads to attempts to remove the so-called obstacle. But the truth is that many children are a serious obstacle to mathematics no matter how taught; that sort of real obstacle should be removed. The truth is that many children are a serious obstacle to any sort of language teaching and ought to be doing something else both for their own good and for the good of everybody else. It is no use. You can not pour a quart of learning into a head of half-pint capacity, and it isn't worth trying.

Yet language, as such, is for students in college a fit subject of study, not as a mere substitute for something else, nor as an adjunct to something else, but in its own right; not for ulterior motives, such as correcting poor English usage, or bolstering up a defective knowledge of Latin, or what not, but for its own sake.

It really is worth while to know what language is and what it does, in order not to be deceived by it, in order to understand how the human race has developed its astonishing powers, to know the nature of the relationships between thought and language, and in order to live each one of us in accord with his fellows without at the same time having to surrender his own individuality.

Unless I am in error, the Harvard Law School claims to have invented the case method in teaching, and I know that the Harvard Business School prides itself on using the same method. In the old days the case method was used in studying languages. That is to say, you studied the language that you were studying. I come, therefore, to my chief conclusion; namely, that the best remedy for the desperate situation in which we find outselves is not courses in general languages, except as a pis aller, but rather, for all of those who are capable of learning a foreign language at all, and for them only, nothing more novel, nothing more sensational, nothing more startling than Latin itself, at least as far as college entrance. It depends, to be sure, on good teaching. But there is nothing in high school "general language" that cannot be infinitely better taught through Latin; and from the Latin teacher who knows his business, or for that matter from the teacher of any language who knows his business, no child can fail to get all that "general language" has to teach; and that is the soul of grammar. The rest is mere psittacism.

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BOOK REVIEWS

[Review copies of classical books should be sent to the Editorial Office of the JOURNAL at Washington University, St. Louis, Mo. Such works will always be listed in the department of Recent Books, and those which seem most important to the readers of the JOURNAL will also be reviewed in this department. The editor-in-chief reserves the right of appointing reviewers.]

DINSMOOR, WILLIAM BELL, The Athenian Archon List in the Light of Recent Discoveries: New York, Columbia University Press (1939). Pp. xvi+274. \$4.50.

Eight years after the publication of his book, The Archons of Athens in the Hellenistic Age: Cambridge, Harvard University Press (1931), Professor Dinsmoor has produced another extensive work on the Athenian eponymous magistrates. New evidence, furnished chiefly by the Agora excavations and by the contributions of Flacelière and Daux to Delphian history, has necessitated another study of the problem. Formerly the names of 164 archons were known for the third and second centuries B.C., but now 16 new names have come to light, and even in the case of the 20 vacancies certain letters are known.

The list of eponymous archons given by Dionysius of Halicarnassus ends with 293/2. The reconstruction of the list for the third and second centuries, therefore, is dependent on stray references in the literary sources and above all in the inscriptions. The task of arranging these archons in a chronological sequence would probably have remained impossible if Ferguson had not discovered in 1898 the principle of tribal rotation of the secretaries of the Council. From the names of the secretaries with their demotics preserved in the inscriptions Ferguson was able to demonstrate that after the secretaryship became an annual office (between 367 and 363) the tribes, from which the secretaries were chosen, followed one another in the official order. Thus a method was found for placing many of the secretaries in their chronological order, and, since numerous inscriptions bear the names of both archon and secretary, a key was obtained for the reconstruction of the

archon list. Subsequently this principle of tribal rotation has been applied, among others, to the priests of Asclepius. Kolbe still continues to minimize the significance of tribal rotation for solving chronological problems, but the consensus of scholars is well summarized by Dinsmoor's remark that "we are justified in assuming that, once the official tribal rotation had been established in any office, it continued to remain in effect, without breaks or disturbance, unless we find direct evidence to the contrary." One of the great difficulties in establishing the chronology, naturally, is to discover, date, and explain these breaks.

Besides the principle of tribal rotation Dinsmoor employs numerous other chronological criteria. One of these is the sequence of ordinary and intercalary years. Although this order is not fixed, Dinsmoor states that

we are justified, however, in utilizing as a guide for the establishment of the archon list the general principle that two intercalary years should never be juxtaposed and also that, unless we have direct evidence to the contrary, a succession of three or more ordinary years would be extremely improbable, unless it happens to bridge the line of demarcation between two cycles.

Other chronological criteria used by Dinsmoor are: (1) "the gradually increasing emphasis given in decrees to the ξδοξεν-clause," (2) the general abandonment of the stoichedon style in Athenian decrees after 229 B.C., (3) the use of τόν or τούς referring to a single officer or to a board in oligarchic or democratic periods, respectively, and (4) the shift in formula from είς τὴν πρώτην ἐκκλησίαν to είς τὴν ἐπιοῦσαν ἐκκλησίαν, which occurred (although with exceptions) about 262 B.C.

It is obviously impossible in a brief review to discuss the complicated problems with which Dinsmoor deals. It is sufficient to say that he has treated throughly all the evidence. He abides by many of the conclusions reached in his former study, but, when necessary, he adapts them to the new material. His familiarity with the innumerable inscriptions and with the mass of relevant scholarly literature is amazing. His new book will be invaluable to every student of Hellenistic history, for, whether he agrees with all Dinsmoor's conclusions or not, in it he will find all the evidence clearly and logically presented.

A few points may be mentioned specifically. Dinsmoor adheres to his previous date of 270/69 for Pithidemus, in whose archonship the Chremonidean War began. He is not convinced by Tarn's article (J. H. S. LIV [1934], 26-39), which emphasized the historical difficulties inherent in that date. Despite Dinsmoor's arguments, many scholars will still prefer the date of 267/6 for Pithidemus. In the chapter, "Polyeuktos and the Soteria at Delphi," Dinsmoor reviews the fragmentary evidence for the chronology of the Delphian archons in the third century. A few years ago it was the general belief that the Athenian archon Polyeuctus, in whose year belongs the Athenian acceptance of the invitation to the Aetolian Soteria at Delphi, was definitely dated in 243/2. Dinsmoor shows that this date is impossible and places Polyeuctus in 248/7. He contends that Flacelière's abandonment of the quadrennial scheme of the Aetolian Soteria was a great mistake. In the final chapter Dinsmoor brings up to date his previous study of the Athenian calendar. Analyses of the eighteen Metonic cycles from 432 to 90 B.C. are included. His arguments, that it was in the chaotic year 307/6 that Demetrius insisted on passing through all the grades of the Eleusinian Mysteries without waiting for the prescribed delays, seem unwarranted. Diodorus and Plutarch assign this episode to 303, a date which is much sounder historically. Impetuous as Demetrius was, it is highly improbable that, on the eve of his impending critical struggle with Ptolemy and in the very heyday of his enthusiasm for Athens, he would have risked outraging the religious sensibilities of the Athenians.

It is instructive to compare Dinsmoor's archon list with the even later one proposed by Pritchett and Meritt. While the numerous agreements bear witness to the great progress which has been made in recent years in establishing an authoritative chronology, the frequent divergences show that much work still remains to be done before we can be sure that an exact chronology for the third and second centuries has been obtained.

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¹ W. K. Pritchett and B. D. Meritt, *The Chronology of Hellenistic Athens:* Cambridge, Harvard University Press (1940).

CARY, M. and HAARHOFF, T. J., Life and Thought in the Greek and Roman World: New York, Thomas E. Crowell Company, no date. Pp. vi+348.

The authors of this book admit (v) that many books on Greek and Roman life have already appeared. But they contend that these books have not covered the whole field, but have dealt only with the Greeks or with the Romans, or with certain selected aspects of Greek and Roman civilization (This does not seem to me to be true of some books that have recently been published in America). The present work, then, aims at and, I think, achieves completeness. It has another characteristic in which it may be said to differ from preceding works of similar content: the authors have endeavored to treat Greek and Roman life as a single subject, and have emphasized the relations and resemblances between the Greek and the Roman civilizations, and, in general, the unity of Greco-Roman culture.

Because of the breadth of the field it covers, and the wealth of information it contains, the book has an importance greater than its comparative brevity would suggest. The chapters deal with geography, political history and institutions, "The Material Background" (food, dress, housing, industry, commerce, etc.), social life, language, philosophy, science, art, literature, education and scholarship, and religion.

A detailed review of so comprehensive a work is, of course, impossible within the space allowed for reviews by the Classical Journal. I select a few of the points, necessarily heterogeneous, that seem to me to be open to adverse criticism, or to deserve praise; and I deal first with the former. In Chapter II, "The Political Background," the authors quite fail to bring out the importance of the contribution of the Athenian lawgiver, Cleisthenes, to the development of Athenian democracy (35), and do not mention his new arrangement of "administrative areas." In the same chapter the land allotment bill of Tiberius Gracchus is characterized as "of no great importance" (71). This is not the view, I believe, of most students of Roman history. In general the authors do not make clear the great importance of the agrarian question

in Greek and Roman economic history. The famous purple dye was not extracted from the "purple shell" (96), but from the mollusk in the shell.1 The sanitary arrangements in Roman houses were not generally of so advanced a type as is implied on p. 100, if we may trust J. Carcopino, Daily Life in Ancient Rome, 41 f. The gradients of Roman roads rendered them, we are told, unsuitable "for the haulage of heavy merchandise" (136). The reviewer has seen this opinion expressed elsewhere (Cf. A. P. Gest, Engineering, 113). Yet Juvenal refers to wagons loaded with huge logs or with veritable "mountains" of building stone (Sat. III, 254-258). The following statement in the chapter on philosophy and science is misleading: "Anaxagoras gave out that the agency by which the primeval chaos of matter was sorted out was a rotating motion" (194); it omits any mention of Anaxagoras' famous theory of the impelling nous. It is quite untrue to say in general of the mummy portraits from Egypt of the period of the Roman Empire that they lack artistic merit (229); the best of them, in the opinion of artists as well as archaeologists, are very fine indeed. In tracing the history of the Minoan and Greek religions (307 f.) the authors do not refer to the Babylonian influences, which recent oriental research has shown to have been more important than once was thought. I would note finally what I consider the most serious flaw in the book; namely, that it contains no discussion of Roman law and its influence.

It is always a pleasure to turn from the consideration of defects to that of merits. The book, as one would expect from the names of its authors, is thoroughly scholarly in character. The style is clear and simple, but there is no lack of depth of thought or originality. The presentation together of both the Greek and the Roman aspects of the subjects discussed has led in some cases to rather vague generalities, to repetitions, and even to ambiguity (cf. what is said of the Roman theater on p. 150 and p. 219). But these disadvantages are outweighed by the illuminating compari-

¹ The reviewer saw recently in the interesting "Shell Museum" of Rollins College, Winter Park, Fla., a piece of cloth dyed by a modern experimenter with the juice of the murex. He has succeeded in producing a handsome shade of the color usually called "purple."

sons and contrasts which the authors' method makes possible, and by the sense of the unity of classical culture that is conveyed. The method appears to best advantage, perhaps, in the chapter on Greek and Roman literature, in which the authors happily call the Golden Age of Latin literature "The Harmonization of Greek and Roman Tradition." I note two other general features of the book which seem to me admirable. The authors do justice to the contributions to civilization made by the Romans, and are not guilty of that disparagement of Roman culture which has so long been the fashion. And they pursue the histories of literature, philosophy, and religion into the period of the late Roman Empire and even into the Medieval period. Of the particular chapters of this work, I would specially commend those on philosophy and science, literature, and education and scholarship.

A word or two as to the formal qualities of the book. The printing is remarkably free from errors. The four maps are clear and good. The twelve halftones at the back of the book are interesting and well reproduced, but a more conventional selection would have been more truly illustrative. To be more specific, there are no illustrations of Greek architecture, of the Parthenon sculptures, or of any Roman monument in Rome. The Index consists entirely of proper names—personal, geographical, ethnological, and the like. It is, accordingly, quite inadequate for the uses of the student.

A book at once so packed with information and ideas and so concise should prove a valuable auxiliary to the teaching of classics, archaeology, or ancient history. It is hardly conceivable that it could be used by itself as a text, nor do I suppose that its authors expected it so to be used. It is evidently intended to be "popular," and it goes without saying that the "general reader" would be greatly enlightened by reading it. But I seriously doubt whether in this age of war, radio, and bridge that species still exists.

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SCRAMUZZA, VINCENT M., The Emperor Claudius: Cambridge, Harvard University Press (1940). Pp. 328. \$3.75.

Few other ancient characters have received in the past ten years

such attention as has been given to the Emperor Claudius. In addition to the popular treatment by Robert Graves, eminent historians have studied his life and reign with great care and with excellent results. Along with the rather brief but quite stimulating work of Momigliano, Claudius the Emperor and His Achievements (Oxford, 1934), came Charlesworth's excellent chapter in The Cambridge Ancient History, Volume x, and then, in 1939, his small collection of Documents Illustrating the Reigns of Claudius and Nero. Scramuzza's biography of Claudius, here under review, is a fitting climax to this series of works. His excellent map (in an endpocket) to illustrate the reign of Claudius, the complete Index, and the full and careful critical and bibliographical notes at the end of the book, are all essential aids to the solution of many problems and difficulties.

In general, the view taken by Scramuzza as stated on page 3, is that the traditional literary opinion of Claudius as a fool and a buffoon is quite unwarranted. Scramuzza shows him to have been an able administrator, a man of foresight and even vision at times, a hard-working, capable ruler. He attributes the bias against Claudius largely to political opposition.

The most important position represented in this work, so it seems to me—and it is implicit in much of the best recent work on the early empire—is expressed exceedingly well on pp. 109 f.:

Be that as it may, Claudius was well acquainted with the methods by which Rome had built her empire. He knew that the incorporation of foreign elements in the citizen body and their participation in the honors and burdens of government had produced a stronger state, and he meant to extend that policy to the provinces. The provinces, he thought, must not be allowed to develop as a separate world, hostile or simply indifferent to the capital, but as one world with Rome, a greater Rome. As the Republic had unified the Italian pennisula, so it must be the role of the Principate to unite the provinces with Italy by the lasting bonds of cultural and political equality.

Once one recognizes the above enlightened policy as that of the Emperor Claudius, he need search no further for the reason why he was reviled and condemned by the Roman writers. As Scramuzza says in a very telling phrase, "But as the head of the state whose interests were imperial first and Italian in the second place, he

could not but look at the problem from all angles, especially the angles his critics could not see, or preferred not to see" (p. 107). So it might be said that the judgments of such an emperor that we have borrowed from Roman writers are wrong because the writers will not see, and will not let us see, the provincial areas of the Empire. The sound historical movement toward revising the traditional judgment of the early emperors as rulers, a movement in which this book has a distinguished and important place, is not an attempt to "whitewash" any of Tacitus' and Suetonius' monsters. It is simply an attempt to view these reigns through a historical rather than through a literary range-finder.

The book is quite well written and is printed in the usual pleasing format of volumes in the "Harvard Historical Studies," of which it is Number 44.

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HINTS FOR TEACHERS

[Edited by Grace L. Beede, University of South Dakota, Vermillion, S. D. The aims of this department are threefold: to assist the inexperienced teacher of classics, to help the experienced teacher keep in touch with matters of interest to the professional world, and to serve as a receiving center and distributing point for questions and contributions on teaching problems. Questions will be answered by mail or in the pages of this department. Contributions in the form of short paragraphs dealing with projects, tests, interest devices, methods, and material are requested. Anything intended for publication should be typed on stationery of regular size. All correspondence should be addressed to the editor of this department.]

Plato Among the Doctors1

Plato was clairvoyant about later educational theory and was guilty of a lot of proleptic plagiarism in regard to which we are in a position to speak patronizingly of him. He didn't always hit things right, of course, but he was rather smart in his way. He clung to some entrance requirements for students. There is that late tale about his excluding those without geometry, for which he had a distressing fondness. That social climber, the bald little blacksmith, and his ilk (Rep. 495) seemed to him not mentally qualified for barging into philosophy. In a panegyric on mathematics in Laws 747B he claims high disciplinary value for the subject. How quaint!

A convention of professors was holding forth at the house of Callias, who had endowed more professorships than any other Athenian. The butler was grouchy because they had even overflowed into the pantry. They were giving their akademische Stolz free play. With a dirty look at Hippias, but mentioning no names, Protagoras said that some teachers ruined the young by dragging them into content studies, mathematics, and literature; but he had the right idea, and taught them simply how to make friends and influence people.

Plato knew the difference between cultural and vocational courses. Antimoiros was taking a professional course, while a Hippocrates was merely in liberal arts. But he showed himself a narrow-minded classicist when, in *Laws* 644A, he said, "The educa-

^{1...} of Pedagogy.—A paper read at the thirty-ninth annual meeting of the Classical Association of the Middle West and South, Chicago, April 24, 1943. For program, cf. Classical Journal xxxvIII (1943), 385–390.

tion with a bias toward money, or some technique or skill without intelligence or righteousness, is vulgar and illiberal and not worth being called education at all." Still he was generous enough to help a student to transfer to another school if he didn't fit in the classes of Socrates (Theaet. 151 B), and playfully threatened in the Gorgias to transfer himself (489p).

His curriculum was a simple one-literature and intramural athletics. But there was a decided emphasis on religious education; in fact, a core curriculum centering about the idea of "good." Fantastic choice, to be sure; but at least he had the notion in the rough. He planned an orientation course, too. At twenty the miscellaneous studies the students have had as children will be drawn into a synthesis, showing their relations to one another and to reality (Rep. 537c).

He anticipated our invention of the integrated pupil also. Charmides has a headache. Socrates claims to have a specific and a spell to cure that. But no good physician treats mere local symptoms, but the whole patient. Is not the soul a part of the patient? We must have a go at that. The spell is cast, the drug forgotten. Our pupil in the Protagoras cannot merely accumulate credits, taking sobriety as a freshman, passing justice in the sophomore year, wangling a grade in holiness as a junior, getting by in wisdom as a senior. Is not holiness just, justice holy? Can you pass one and flunk the other? The unity of the student and the unity of the virtues go together.

But Plato couldn't accommodate a centripetal pupil to a centrifugal curriculum or a centrifugal psychology. He couldn't stomach behaviouristic psychology. The glittering generality of Anaxagoras had sounded good to Socrates, that mind was dominant. But when the fellow got down to details (Phaedo 98cD), it was all reflexes and synapses and such, which left Socrates cold. No, he would have his Gestalt psychology. (Theaet. 184D). The mind is not a term of convenience for a loose association of sensory reactions, each going its own gait.

Plato ventured into genetic psychology-favored eugenics and pre-natal influence (Laws 775D, 792E), said the child is the hardest of all animals to handle (Laws 808D), should not be scared by bogies

(Rep. 381E), that one should reverence the young (Laws 729B), that they are in the plastic age (Rep. 377ABC), subjected to social control (Rep. 401CD), should learn the practice of virtues and later the theory (Laws 653ABC), that their education should be controlled by teachers and the state rather than by parents' whims (Laws 804D).

Socrates often gives credit to Diotima or some unnamed wise-acre for what seem to be his own inventions. Plato doesn't actually name Madame Montessori, but has a lot to say about making education attractive to the child. The secondary-school subjects, he says (Rep. 536DE), which are necessary preliminaries to university studies, are not to be thrust upon children. For it is not proper for the free soul to learn in slavery. Forced education is impermanent. It must, however, be useful as well as attractive, though (Rep. 607E). There must be games and toys for the little ones (Laws 797ABC). The kindergarten methods will involve learning with play and pleasure, and include competition, the distribution of prizes, and attractive classroom equipment (Laws 819BC).

But now here's where Plato falls down. He doesn't think the customer is always right. If a physician were on trial before a jury of children, accused by a confectioner, he would be in a bad spot, Plato thinks (Gorg. 464DE, 521E, 522A). So he wasn't so strong on progressive education; and this just about damns him. He had Alcibiades say in the Symposium (222B), "Only the fool learns by experience" when he doesn't have to. And I'm telling you, Alcibiades had had an awful lot of experience.

As for adolescence, Plato gives us the storm and stress period in just those terms (Rep. 561B). And he gives us the psychology of disillusionment, as it were, of the college student who, under pressure of new ideas, finds his faith undermined and loses his grip morally (Rep. 538F).

But what about methods? They're the big thing. College students periodically revolt against the lecture method. "The profs dish it out to us and we have to shoot the same stuff back to them in examinations." Plato puts it differently, but roughly agreed. Socrates had it out with Protagoras (329B, 334CD) about the long talk versus the short talk where one could ask questions. "Education is not what some of the professors say it is," said Plato in

Republic 518BC. "They say that when knowledge is not in the mind they insert it, as if inserting sight in blind eyes." In Symposium 175D he observed that education is not a process of siphoning from the full into the empty, though in Phaedrus 235D Socrates ironically pretends to have been filled like a pitcher from some forgotten spring. And of course he employed the method, notably illustrated in the Meno, of evolving knowledge from the student—called by a happy coincidence the Socratic Method.

And yet, just when he shows promise of proper methodology, he blows up again. He's too cautious about educational experimentation. He warns Hippocrates that, while he carries his groceries home in a shopping-bag and can look them over before eating, he is himself the container of ideas and the damage may be already done if he recklessly stores in himself those which are vicious. "You might be gambling and taking a chance on what is dearest." And apropos of planned economies and propaganda in the schools to that end, "Never are the forms of education changed without the gravest political consequences" (Rep. 424c). The Crito shows that he had no truck with codified ignorance in the form of questionnaires. And the only curves he used were geometric. But he was sound on educational measurement, as the Euthyphro shows, except for an insistence, throughout all his works, on standards in such measurements.

All in all, however, we should like to be charitable to Plato. We can afford to be magnanimous. Undoubtedly he had something. For all his naïveté, if he had had our modern training and opportunities, he might have gone far.

CLYDE MURLEY

Northwestern University

Latin Newspapers Received

Latin newspapers continue to reap dividends in high student interest. These publications, whether elaborate or single-sheet, provide an opportunity to use Latin as a living language and broaden the classical interests of the young contributors.

Acta Latina is published annually by the Olympian Council of the Latin Department (Dr. Jessie D. Newby, sponsor), Central State College, Edmond,

Oklahoma. The Oklahoma-Classical-Council¹ issue (May, 1942), which came to our desk too late for acknowledgment last June, was outstanding. The eight printed pages carried stimulating articles (all original copy), important professional news, and recognition of the service record of Dr. Newby. Would that the classical teachers of every state might have the benefit of such a publication!

Latinus Rumor, Webster Groves, Missouri, High School, sponsored by Miss Farmer, shows how good a paper can be, though limited to a single

mimeographed sheet.

Lux Classensis, "scripta nunc et tunc a Latina Provincia," Classen High School, Oklahoma City, with twelve printed pages in magazine form, is as distinguished in content as in appearance. Congratulations to the staff, headed by Ruth Thomas, Redactor princeps, and Davida Richardson, Consiliaria superior, for their splendid work on Volume xVII, 1942.

Roman Scandals,² Ridgway High School, Ridgway, Pennsylvania, has generously sent this department each of the eight numbers of the current volume. Congratulations to Miss Margaret Lauder, adviser, to Jean Brunner and Wyne Rockwell, the co-editors, and to the rest of the staff³ for maintaining the high standard of their paper. The content is well-balanced, including timely editorials, essays of historical and social interest, news items on students in the armed services, such specialties as "What's in a Name," vocabulary-builders, crossword puzzles, and the perennially entertaining feature, "Ancient Oddities." Roman Scandals, which goes into more than ten states, may well be proud of its circulation. These young Romans are to be commended on their spirit and training, and their "carrying the torch," as is demonstrated by the starting of Meadville's Nuntius Latinus, patterned after the R.S., when Harry Goodman moved to Meadville from Ridgway. We are glad to know that "Hints for Teachers" has been of service to you, and appreciate the acknowledgment.

Tuba Romana,⁴ Roosevelt High School, Aberdeen, South Dakota, proves that Miss Anne Smeland's Stellae Latinae are still shining. The plan of rotating staff membership according to period-classes has been effective, Lincoln Sol-

berg editing the Thanksgiving number forwarded to us.

Vox Civitatis, ten-page mimeographed monthly, is published by the Roman State of East High School, Rochester, New York. Miss Stoneburg is the faculty adviser. Congratulations on your copious use of Latin material; it is good Latin and it is good reading. The art work, both in cartoons and decorative headings, adds much to the liveliness and attractiveness of this paper.

U. L. D.

Dr. Lloyd Stow, head of department of Classics, University of Oklahoma, president.
 For previous notices, cf. "Hints for Teachers," C.J. xxxvi (1941), 596, and xxxvii (1942), 548.

Other editors: school activities, classical, personal, sports, art, specialty, exchange.
 Cf. "Hints for Teachers." C.J. xxxvii (1942), 548.

RECENT BOOKS1

[Compiled by Herbert Newell Couch, Brown University]

- Annual of the British School of Athens, Sessions 1939-1940: London, Macmillan (1943). 42s.
- BOOTH, EDWIN PRINCE, Ed., New Testament Studies, Critical Essays in New Testament Interpretation With Special Reference to the Meaning and Worth of Jesus: New York, Abingdon-Cokesbury (1942). Pp. 290. \$2.50.
- Braun, Martin, History and Romance in Graceo-Oriental Literature, With a Preface by Arnold Toynbee: New York, Salloch. Pp. xiii +106. \$2.00.
- CORNFORD, FRANCIS MACDONALD, The Republic of Ploto, Translated with Introduction and Notes: New York, Oxford University Press (1942). Pp. 383. \$3.00.
- DEFERRARI, ROY J., and EAGAN, SISTER M. CLEMENT, A Concordance of Statius, Published by Roy J. Deferrari, 1303 Quincy St., N.E., Brookland, D.C. (1943). Pp. vi+926. Paper, \$8.00.
- EDWARD, A. A., Teach Yourself Latin: London, English Universities (1942). Pp. 254. 2s. 6d.
- EHRENBERG, VICTOR, The People of Aristophanes, A Sociology of Old Attic Comedy: Oxford, Blackwell (1943). Pp. 332, 19 plates with 52 illustrations. 25s.
- FITTS, DUDLEY, More Poems from the Palatine Anthology in English Paraphrase, "The Poet of the Month Series": Norfolk, Conn., New Directions (1941). Paper, \$0.50; bound, \$1.00.
- HAIGHT, ELIZABETH HAZELTON, Essays on the Greek Romances: New York, Longmans, Green & Co. (1943). Pp. xi+208. \$2.50.
- IRWIN, JAMES F., Liber I, Dracontii de Laudibus Dei (Doctor's Thesis): Philadelphia, (1942). Pp. 133.
- MAHR, AUGUST C., Relations of Passion Plays to St. Ephrem the Syrian, Ohio State University Grade School Studies, "Contributions in Languages and Literature," No. 9: Columbus, The Wartburg Press (1942). Pp. vii +34. \$1.85.
- MORGAN, CHARLES H. II, Corinth, Vol. XI: The Byzantine Pottery: American School of Classical Studies at Athens: Cambridge, Harvard University Press (1942). Pp. xx+373, 53 plates.
- NYIKOS, LAJOS, Athenaeus quo consilio quibusque usus subsidiis Dipnosophistarum libros composuerit: Basel, Friedrich Reinhardt (1941). Pp. 117.

¹ Including books received at the Editorial Office of the CLASSICAL JOURNAL, Washington University, St. Louis, Mo.

OATES, WHITNEY J., and MURPHY, CHARLES T., Greek Literature in Translation: New York, Longmans, Green & Co. (1943). Pp. ca. 1000. Frontis-

piece, Map, Bibliographies, Glossary. Ca. \$4.50.

The Oxyrhynchus Papyri, Part xvIII, Edited with Translations and Notes by E. Lobel, C. H. Roberts, and E. P. Wegener, Egypt Exploration Society: London, Egypt Exploration Society (American Agent: P. O. Box 71, Metuchen, N. J.) (1941). Pp. x+215, portrait and 14 plates. 63s.

PRITCHETT, W. KENDRICK, The Five Attic Tribes after Kleisthenes (Doctor's

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ROGERS, ROBERT SAMUEL, Studies in the Reign of Tiberius: Baltimore, The Johns Hopkins Press (1943). Pp. ix +181. \$2.25.

ROSTOVTZEFF, M. I., BELLINGER, A. R., and WELLES, C. B., Editors, The Excavations at Dura-Europes Conducted by Yale University and the French Academy of Inscriptions and Letters. Final Report IV, Part I, Fasc. 1: The Green Glazed Pottery. By Nicholas Toll, with technical notes by Frederick R. Matson: New Haven, Yale University Press (1943). Pp. iv+45,

20 plates. \$2.00.

SCHLÄPFER, P. LOTHAR, Untersuchungen zu den Attischen Staatsurkunden und den Amphiktyonenbeschüssen der Demosthenischen Kranzrede, "Rhetorische Studien," Heft xxi: Paderborn, Ferdinand Schöningh (1939). Pp. 246.

TROUARD, SISTER MARY ALEXAIDIA, Cicero's Attitude towards the Greeks.

(Doctor's Thesis): Chicago, University of Chicago Press (1942). Pp. 104.

TURYN, ALEKSANDER, The Manuscript Tradition of the Tragedies of Aeschylus, "Polish Institute Series," No. 2, (Published by the Polish Institute of Arts and Sciences in America): New York, Herald Square Press, Inc. (1943). Pp. v+141, 18 diagrams. \$3.00.

VINCENT, C. J., and MOUNTFORD, J. F., An Outline of Latin Prose Composition: New York, Oxford University Press (1943). Pp. xii +228. \$1.65.